

Year 3 Novel- ESIO TROT



Term 2, Weeks 1-5

Focus	Reading texts, Vocabulary knowledge, Comprehension & Writing			
Rationale	<p>"When learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts. They negotiate meaning not only in their heads but in the minds of others. When comprehending, learners strive to process text beyond word-level to get the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text" (Focus on Reading, Module 1, pp. 5).</p> <p>While vocabulary is learned indirectly through everyday experiences with oral and written language, some vocabulary must be taught explicitly. Vocabulary contributes to comprehension, fluency, reading achievement and effective oral and written communication with others. Effective writing is characterised by precise, appropriate and creative use of words and provides evidence of the quality of students' thinking.</p>			
Outcome & Content	<p>Reading & Viewing</p> <p>EN2-4A: uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p>	<ul style="list-style-type: none"> ❖ draw on experiences, knowledge of the topic or context to work out the meaning of unknown words ❖ use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes ❖ read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) ❖ summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts ❖ interpret text by discussing the differences between literal and inferred meanings ❖ justify interpretations of a text, including responses to characters, information and ideas 		
	<p>Writing & Representing</p> <p>EN2-2A: plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p>	<ul style="list-style-type: none"> ❖ plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694) ❖ plan, compose and review imaginative and persuasive texts ❖ reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) ❖ reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) 		
	<p>Grammar, Punctuation & Vocabulary</p> <p>EN2-9B: uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<ul style="list-style-type: none"> ❖ understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning ❖ understand that paragraphs are a key organisational feature of written texts (ACELA1479) ❖ identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information ❖ understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) 		
	<p>Speaking & Listening</p> <p>EN2-1A: communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p>	<ul style="list-style-type: none"> ❖ use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792) ❖ use information to support and elaborate on a point of view ❖ retell or perform part of a story from a character's point of view ❖ 		
Best Start Clusters	<p>6th cluster</p> <ul style="list-style-type: none"> • Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution. • Builds understanding of media texts by 	<p>7th cluster</p> <ul style="list-style-type: none"> • Responds to texts by referring to prior experiences. • Responds to and analyses a text by discussing a point of view presented in the 	<p>8th cluster</p> <ul style="list-style-type: none"> • Refers to prior knowledge and experiences to build understanding of a text. • Justifies predictions about sections of a text. 	<p>9th cluster</p> <ul style="list-style-type: none"> • Builds understanding during reading by discussing possible consequences of actions and events. • Interprets texts by recognising and

<p>Comprehension</p>	<p>discussing different interpretations of the one text.</p> <ul style="list-style-type: none"> Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites. Analyses and evaluates a character's actions/motives in a story 	<p>text.</p> <ul style="list-style-type: none"> Analyses and evaluates how visual images support print to create meaning in texts. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading. 	<ul style="list-style-type: none"> Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings to locate information. Draws conclusions by using clues in a text. Identifies more than one perspective or point of view when responding to questions about texts. Articulates the main idea and provides a synthesised retell that captures key events in texts. Exemplifies descriptive words or sequences of information and ideas in texts by creating mental images. 	<p>discussing the difference between literal and inferred meaning in relation to facts, qualities, characteristics, events.</p> <ul style="list-style-type: none"> Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, including cohesive links.
<p>Reading Text</p>	<p>Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways.</p> <ul style="list-style-type: none"> Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on. Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16-18). 	<ul style="list-style-type: none"> Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning. Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way. Knows that literary, factual and screen texts need to be 'read' in differing ways. Responds to punctuation and adjusts expression to enhance meaning when reading aloud. 	<p>Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.</p> <ul style="list-style-type: none"> Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). Reads texts in different ways to meet a range of reading purposes. Independently monitors own reading by using a variety of self-correction strategies to maintain meaning. 	<p>Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.</p> <ul style="list-style-type: none"> Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. Selects and uses the most effective word identification strategy to maintain fluency and meaning. Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. Uses screen navigation features when reading and viewing Internet texts.
<p>Writing</p>	<ul style="list-style-type: none"> Creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for known audiences. Begins to use text features such as headings and paragraphs to organise information. Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right. Accurately spells an increasing number of high frequency and topic words. Uses simple punctuation, e.g. full stops, exclamation marks and question marks. Writes a sequence of thoughts and ideas. Experiments with using some complex 	<ul style="list-style-type: none"> Plans texts by making notes, drawing diagrams, planning sequence of events or information, etc. States purpose and intended audience before creating texts. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. Applies spelling generalisations when writing. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey 	<ul style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists. 	<ul style="list-style-type: none"> Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. Plans and organises ideas using headings, graphic organisers, questions and mind maps. Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. Uses a variety of spelling strategies to spell high frequency words correctly.

	<p>sentences to enhance writing.</p> <ul style="list-style-type: none"> • Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly. • Uses computer functions to edit texts. 	<p>information.</p> <ul style="list-style-type: none"> • Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. • Uses a computer to produce texts with graphics. 	<ul style="list-style-type: none"> • Produces a range of grammatically accurate sentences. • Fluently writes letters of consistent size and formation in NSW Foundation Style. 	<ul style="list-style-type: none"> • Uses simple word processing functions such as spell check, grammar check. • Chooses verbs, adverbials, nouns and adjectives to express specific ideas and details. • Uses joined letters of consistent size. • Experiments with creating simple multimodal texts using digital text creation programs.
Speaking	<ul style="list-style-type: none"> • Expresses a point of view with supporting information about an expanding range of texts/topics. • Speaks clearly and confidently in a variety of informal situations to a known/familiar audience. • Plans and presents a brief oral presentation about a topic to a familiar audience. • Adjusts register, tone and volume appropriate to situation. • Demonstrates attentive listening across a range of school contexts, e.g. assemblies, performances. 	<ul style="list-style-type: none"> • Expresses a point of view about a text/topic and listens to and accommodates the viewpoint of others. • Plans and delivers short oral presentations on familiar topics for audiences beyond the immediate classroom, e.g. report or message. • Automatically adjusts speech to suit different audiences, purposes and situations. • Demonstrates attentive listening and viewing for extended periods of time. • Stays on task and participates effectively in longer class and group discussions. 	<ul style="list-style-type: none"> • Expresses more detailed ideas and justifies a point of view about familiar texts/topics. • Automatically adjusts speech to suit familiar audiences, purposes and situations. • Communicates confidently with a range of less familiar audiences for a wider variety of purposes. • Contributes to collaborative group problem solving to complete a task by questioning, listening and responding to the ideas of others and making suggestions. • Listens and understands a series of instructions related to a task and successfully completes the task. 	<ul style="list-style-type: none"> • Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom, e.g. assembly presentations. • Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis. • Discusses the features of different spoken texts, e.g. formal versus informal interactions; persuasive versus informative. • Contributes relevant ideas to discussions, asks questions and re-phrases to clarify meaning. • Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others. • Uses group discussion protocols, e.g. turn taking
Students will:	<ul style="list-style-type: none"> ○ locate and recall information ○ draw on the knowledge of text structures and text organizers ○ write responses ○ complete multiple choice questions ○ think deeply and express verbally ○ complete descriptions ○ make logical connections ○ interpret graphics and images ○ identify points of view and specific details 			
Organisation	<p>Teacher Modelling: Students will be explicitly shown how to locate specific information in extracts of a text and how to use this information to answer comprehension questions. Think aloud strategies will be used to effectively model how to use the vocabulary in text to develop students' comprehension and improve their responses both orally and written.</p> <p>Guided Tasks: Students will participate in whole class tasks where guided support is provided and they have the opportunity to practice learned strategies. Differentiating questions and tasks can occur in small groups.</p> <p>Independent Tasks: Students will be reminded of the strategies that have been explicitly taught and students who are capable will complete activities using their learnt skills.</p>			

Q.T. Elements	<u>QUALITY LEARNING ENVIRONMENT</u> 2.1 Explicit Quality Criteria, 2.2 Engagement and 2.3 High Expectations
Focus on Reading Strategies- FOCUS	<u>Visualising, Prediction, Summarising and Making Connections</u> The students are received explicit instruction in utilizing these strategies for the past fifteen weeks. This unit has been written with this in mind. The idea of this program is to consolidate the students understanding of how these strategies assist us with developing a deeper understanding of the text.
Assessment	Work samples overtime, anecdotal records

Activities that will occur throughout the reading of the text:

Predict what the next few pages will be about.	Create a word bank of words as we read through the book.	Have students pose questions or I wonder..... sentences in their books. Students share their I wonders and questions with a learning partner.	Students write reflections about what they have learnt by using the comprehension strategies.	Discuss what the authors intentions are.
Analyse the choice of words and how the author creates meaning and interest throughout the text.	Stop reading the text at particular points and pose I wonder.... questions throughout the text to model self-questioning strategy.	Have students discuss I wonder....., predictions or pose questions or have discussions with a learning partner.	Stop and have students discuss parts of the story of interest. Use the following starters to guide their discussions: I found ____ interesting because. I am confused about. The picture helped me to understand because.... This part of the story reminds me of:	

Explicit Teaching Sequence

Learning Sequence	Resources
<p>Week 1: <u>Lesson 1a</u> INTRODUCE THE NOVEL & Vocab Focus On Reading Strategy: Prediction</p> <ul style="list-style-type: none"> ➤ Introduce the novel "Esio Trot " by Roald Dahl. Ask the students if they recognise the author's name and if they know of any other stories he has written. Allow the students an opportunity to share with the class other stories they have read by the same author. Discuss the fact that these stories are all humorous ➤ Navigate and talk about features of a novel. What makes a novel a novel? (Chapters etc.) ➤ What is the social purpose of a novel? ➤ Discuss the title and look at front cover - predict what this book might be about. Remind students that when we predict we make a smart guess about what is going to happen next based on the text or illustrations. ➤ Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) Eg. I wonder why this book is called Esio Trot? Who do you think the main characters could be? What sort of problems could they face? What complication could the story revolve around? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text? ➤ Talk about the blurb and what does a blurb mean. Read the blurb to the class. Discuss the language that the author has used. <p>ESIO TROT TITLEPAGE Students complete The ESIO TROT title page and glue into their workbooks.</p> <p><u>Lesson 1b</u> AUTHOR'S NOTE (Vocabulary and background knowledge)</p> <ul style="list-style-type: none"> ➤ Discuss the purpose of the author's note (An author's note is simply something the author would like the reader to know that is not part of the body of work. It may also be used to express gratitude to contributions which enabled the author to complete their work. Sometimes a "forward" is used for these purposes. I believe it to be an objective choice made by the author). ➤ Teacher provides a list of clunk words on the IWB. Children have to discuss these words with a learning partner and think about what they mean. Teacher and children read the author's note together on IWB. Teacher directs student's attention to the clunk words in the text (highlights them) and models how to derive their meaning using the text. ➤ Students are each given a copy of the authors note. Students work with their learning partner and highlight the clunk words in their own texts- stopping to discuss the meaning of each word and writing the meaning in their workbooks as they read. ➤ 	<p>Front cover & Blurb on IWB</p> <p>ESIO TROT Title Page</p> <p>Authors Note- IWB</p> <p>Clunk Words - IWB</p> <p>Student workbooks</p>
<p><u>Lesson 2</u> SETTING DESCRIPTION (VISUALISING) MODELLED Focus On Reading Strategy:</p>	

Visualisation

- Display the text from the first two pages of the novel page 3 & 4.
- Explain to students that we are going to use this information to build an image of the setting and characters in our minds. Remind them that this comprehension strategy is called VISUALISING and it helps us to understand what is happening in a book. To create a detailed image in our minds we need to pay close attention to the words in the text that describe the setting, characters and their personalities.
- Have the students attempt to draw the setting and characters. Discuss students drawings (or lack of)
- Read the text a second time (this time with the adjectives). Have the students sketch the setting. Discuss what the students noticed this time. Was it easier? How much detail were the able to include? Why do they think this was the case? Revise what adjectives are and the role they play in enabling you to create visual images in your heads.
- Explain that the first pages of a story aim to open the story's plot and capture the reader's interest. Have students highlight the adjectives in the text on their own printed copies.
- Pose a few questions to ensure students understanding of the text thus far:

1. Who are the characters in this text?
2. How are the characters related to one another?
3. What type of character/s are they?

Pages 3 & 4 of text on IWB

Student copies of the text

Week 2:

Lesson 3 CHARACTER PERSONALITIES APPEARANCE **Focus On Reading Strategy: Visualising & Making Connections**

- Discuss the meaning of **personality**. (What someone is like, their likes/dislikes/habits) and Appearance (what someone looks like).
- Revise the term adjectives. Have students give examples of adjectives they found in the text yesterday. Have students refer to the blurb and the first page of text to tell us the words the author has used so far to describe the main characters appearance and personality. Record on a retrieval chart.
- Read Pages 4-12 write down Character's names in boxes on board as you come across them
- Brainstorm word/phrases that describe each main characters personality- write these under each character's name. (Look at visuals for more information)
- Have students suggest additional words that are found in the text as well as using the visuals. Add these words to the retrieval chart.

Pages 4-12 On IWB

Character Retrieval chart

<u>Mr Hoppy</u>	<u>Mrs Silver</u>	<u>Alfie</u>
old Lonely Lives alone Retired Loves flowers Loves Mrs Silver Shy polite	Attractive Middle-aged large Widow Polite Lives alone Loves Alfie, her tortoise	Small tortoise Lives on Mrs Silver's balcony Has a little house to live in Hibernates in Winter Crawls slowly Slow growing Eats lettuce, tomato and celery Weighs 13 ounces tiny

- o Student's copy these character words/phrases into their books.

Lessons 4 & 5 Character Description

Focus Strategy: Editing Written Texts

- Explain to students that in the next two lessons that they will be creating an artwork and writing a description of Mrs Silver or Mr. Hoppy.
- Have students complete an artwork of either Mrs Silver or Mr Hoppy
- Model writing a description (joint construction with students) about Alfie using the character words/phrases from last lesson plus prior knowledge. Model how to use some of the words and phrases from the retrieval chart to write compound and complex sentences.
- Have the student's identify the compound and complex sentences

Eg. Alfie is a small, brown tortoise with a hard shell who weighs 13 ounces. He lives in a little brown house on Mrs Silver's balcony and he hibernates in winter. He likes to eat tomato, lettuce and celery although he grows very slowly. (Write on whiteboard).

- Have students write a description to match their artwork in their workbook.
- Display and discuss the schools proofreading and editing guide/poster.
- Provide individual copies of the proofreading and editing guide for students to use on their own work (initially) and on a partner's writing when peer-conferencing.
- Explain to students that good writers editing their writing for meaning and accuracy.
- Use the proofreading and editing guide when engaging in individual writing conferences with students.

Student workbooks

Art paper

Pictures/illustrations of Mr Hoppy & Mrs Silver

Conferencing Sheet & editing poster

Conference checklist	
Name: _____	Date: _____
Title: _____	
Purpose: _____	Audience: _____
My writing makes sense:	
I have added words I left out.	<input type="checkbox"/>
I have checked for capital letters and full stops.	<input type="checkbox"/>
I have checked words that I need to check for spelling.	<input type="checkbox"/>
I have written words on my theme as go sheet.	<input type="checkbox"/>
My writing achieves my purpose:	
I have used _____ #	# Add focus statements here, according to purpose.
I have used _____ #	
Spelling has been checked with:	
• a dictionary	
• a friend	
• a teacher/teacher-parent	
My partner has:	
read my writing	
checked my spelling	
made some suggestions	
My best part was	
I am ready to conference.	

- Have students publish their description and attach their artwork. Display



Lesson 6 Here Questions

Focus On Reading Strategy: Monitoring

- Ⓢ Read pages 1 -15.
- Ⓢ Have students answer comprehension questions related to the book thus far in their workbooks
- Ⓢ Remind students that they will need to locate answers in the novel as answers to the questions are written in the text.
- Ⓢ Explain to students that these questions are *Here* questions which means they are 'here' in the book. Have the students complete the answers in full sentences in their book. Explain to students how they can use part of the question to form their answer. (Model, first two questions).
- Ⓢ Students can discuss answers with their learning partner once they are completed.

Questions:

1. Where did most tortoises come from?
2. How old was Mrs. Silver?
3. What 2 things did Mr Hoppy like?
4. Where did Mr Hoppy and Mrs Silver live?
5. What was Mrs. Silver's pet called?

Pages 1-15 of text on IWB

Comprehension Questions

Student copies of the text

Student workbooks

6. In which month did Alfie begin his hibernation?
7. What did Alfie like eating?
8. What fruit was Alfie the same weight as?
9. . What did Mrs. Silver want Alfie to do?
10. Who told Mr Hoppy how to make tortoises grow?

Week 3:

Lesson 7 - 9 Information Report

Focus On Reading Strategy: making connections

PART ONE:

- Ⓢ Display an example of an information report to students. Could be displayed on IWB, Poster or in Big Book.
- Ⓢ Read through the text.
- Ⓢ Draw student's attention to the different features of the text, (headings, diagrams, pictures, paragraphs).
- Ⓢ Ask students to predict what type of writing it is after looking at the features.
- Ⓢ Ask students questions about the text, e.g.. Where is the title? What does it tell us? What does the diagram show? Would the text be easy to read if we didn't have paragraphs? What do they tell us?

- Ⓢ Explain to students that we are going to write an Information report on Alfie. Go through IWB slides 1-4 (highlights where he lives, what he eats and what we looks like) Ask students what they know about Alfie(explain that information about turtles can come from their own knowledge as well as the authors not).
- Ⓢ After viewing slides ask the students to recall what they can remember. Record all their responses onto butchers paper or IWB using retrieval chart.
- Ⓢ Prompt students with questions such as:
 - What does Alfie look like?
 - Where does he live?
 - What does Alfie eat?
 - What other interesting facts do we know about Alfie?

Information report example.
"Sharks Report" p.227
English Modules.

Information Report slides

Information report retrieval
chart

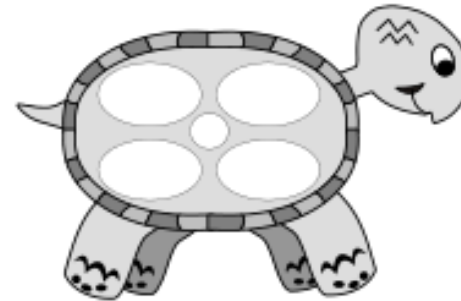
Student workbooks

- Ⓢ Explain to students that our information will need an opening statement.
- Ⓢ Discuss what the opening statement should include.
- Ⓢ Jointly construct the opening statement which briefly defines the topic in simple and explicit language
- Ⓢ Encourage students to explain what Alfie is and for them to use as many synonyms and adjectives as possible to build up both student understanding and vocabulary.

- Ⓢ Have students begin to draft their Information Report in their writing books.

PART TWO:

- Ⓢ Have students finish their draft report on Alfie.
 - Display and discuss the schools proofreading and editing guide/poster.
 - Provide individual copies of the proofreading and editing guide for students to use on their own work (initially) and on a partner's writing when peer-conferencing.
 - Explain to students that good writers edit their writing for meaning and accuracy.
 - Use the proofreading and editing guide when engaging in individual writing conferences with students.



- Ⓢ Have students begin to publish Alfie reports on publishing paper to be displayed in room.

PART THREE:

- Ⓢ Have students finish publishing their report.

Lesson 10 Justifying reasons for predictions

Focus On Reading Strategy: making connections

- Have individual students retell the story to date. Then Read pages 16-21.
- Have students make predictions and justify their responses as to what they think is going to happen next.
- Record their responses on the following table (displayed on IWB)

I predict	because

- Have students re read the text before they predict. Remind students that being correct is not the most important thing - being able to justify predictions with reference to the text is important.
- Allow students to work with their learning partner for a few minutes to determine their prediction.
- Select a few students to make their predictions and justify their reasons. Record on the table.

Proofreading proforma

Alfie Publishing template

Pages 16 -21 of text on IWB

Justifying reasons for Predictions chart on IWB

- Save entered data so that we can come back to it later to revisit their predictions and reflect on how accurate their predictions were.

Lesson 11 Main Idea

Focus On Reading Strategy: Summarising (Sum it up)

- Modelling- guided-independent, Read pages 22 -28, page by page
- Write down key facts/ideas after reading each page (Proforma)

Pages 22 - 28 of text on IWB

Sum it up Proforma on IWB

Page ____ @ @ @ @	Page ____ @ @ @ @
Page ____	Page ____

@ Discuss MAIN IDEA of that chapter referring to the SUM IT UP notes.

Week 4:

Lesson 12 SUMMARISING/MAIN IDEA) MY PARTNER SAID

Focus On Reading Strategy: Summarising

- @ Revise the six strategies that we to assist us with understanding a text:

Comprehension Strategy Cards on IWB

Strategy	Definition
Making connections:	Connections can be made between texts (books, movies, TV) or between text and one's own experiences. Connections help you understand what you're reading.
Visualising:	You need to use your imagination to create your own pictures of what you're reading to be able to relate to what's happening in the story.

Predicting:	To predict is to make a smart guess about what is going to happen next based on the text or illustrations
Monitoring:	As you read, notice when something is confusing. Go back to reread the text or look at illustrations to find clues to help you understand it.
Ask Questions:	Asking questions of yourself and the story to add to your understanding. Sometimes the answers are in the text or illustrations and sometimes you have to look somewhere else (like the library or the internet).
Summarising:	Sum up, retell the most important details of the story so far to make sure you understand and remember.

Pages 29 -35 of text copied for students

- @ Have students give a verbal retell of the story to date
- @ Read pages 29 -35 paragraph by paragraph with a learning partner
- @ Stop at the end of each paragraph/section of text- ask your learning partner what the main idea/key point of that paragraph was. Write it down in your books
- @ Remind students to consistently re-read their writing to ensure it makes sense.
- @ Have students share their summaries
- @ Encourage students not forget to ask questions/discuss things you don't understand with your partner.

Lesson 13 Identifying verbs in a passage & create comic strip

Focus On Reading Strategy: Summarising

- @ Reread the section of the text in which Mr Hoppy makes the tortoise-catcher and then uses it to catch Alfie. (Pg. 32 -35)
- @ Explain to the students that they are going to create a comic strip to show how Mr Hoppy operated the tortoise-catcher. Have the text "He wiggled the tortoise-catcher.....It was easy" on an overhead sheet. Read the passage together. Ask the students to identify the verbs in the passage which indicate what Mr Hoppy did. For instance *wiggled, pushed, lowered, pulled, closed, hauled*. Explain to the students that they are going to break up the passage into six steps. Each of the above verbs will indicate a new step. Use an overhead projector pen to show where the divisions are.
- @ Explain to the students that they are going to create a comic strip with six frames. In each frame, they are to illustrate the steps used by Mr Hoppy to catch Alfie.

Pages 32 -35 of text on IWB

Lesson 14 Main Idea

Focus On Reading Strategy: Summarising (Sum it up)

@ Read pages 36 -46, page by page

@ Write down key facts/ideas after reading each page (Proforma)

Page ____ @ @ @ @	Page ____ @ @ @ @
Page ____	Page ____

@ Discuss MAIN IDEA of that chapter referring to the SUM IT UP notes.

Lesson 15 Main Idea - Designing their own book

@ Finish reading the remainder of the book

@ Reread the blurb on the book jacket for "Esio Trot" by Roald Dahl. Identify the information that it is telling the reader. For example:

- Information about the story, including an opinion ("*This is, quite simply, a masterpiece.*")
- Information about the illustrator
- Information about the author

@ Explain to the students that they are going to write a new blurb for the book jacket they have designed.

Show the students the worksheet (see appendix) on IWB. Explain that there are three sections in which the students need to fill in. These sections are:

- A brief summary and opinion
- Statements about the author
- Statements about the illustrator

@ Focus on the summary and opinion section. Ask the students to orally summarise the story. Have the students share their ideas. As a group, choose the three sentences which best summarise the story and record these on the sheet.

@ Next, have the students give an opinion about the story in one sentence. Stress that it needs to be a positive opinion. Record an opinion on the overhead sheet.

@ Jointly construct at least one sentence about the author and illustrator and record these on the overhead sheet.

Pages 36 -46 of text on IWB

Reminder of book on IWB

Book Jacket on IWB

Book Jacket outline

As a group, read the jointly constructed blurb.

Distribute copies of the planning sheet to the students and have them complete a draft of their blurb. The students could be divided into the following ability groups:

- @ independent workers
- @ working with a partner
- @ work in a small group with teacher support

The students edit, conference and publish their blurbs onto the book jacket they have designed.

- @ Display book jackets.

Week 5: Choose Four activities from the selection below. Timing and implementation at the discretion of class teacher.

Activity One - Prepare and perform a Role Play

Explanation of task - imagine you are Mr Hoppy and invite Mrs silver to tea.

Remind the students that at the very beginning of the story we learn that Mr Hoppy would really like to ask Mrs Silver to tea, but he is just too shy.

Explain to the students that they are going to work with a partner to create a conversation between Mr Hoppy and Mrs Silver in which Mr Hoppy is finally going to get the courage to ask Mrs Silver for tea.

Ask the students

- How could Mr Hoppy get Mrs Silver's attention? E.g.: phone her, knock on her door, call over the balcony
- How do you think Mr Hoppy would feel during this conversation? E.g.: Very nervous and anxious
- How do you think Mrs Silver would react? E.g.: surprised, excited
- What information would Mr Hoppy have to tell Mrs Silver? E.g.: the day, time and place

Choose a student to be Mrs Silver. The teacher is in role as Mr Hoppy, demonstrate to the students how Mr Hoppy could ask Mrs Silver to tea. Stress the importance of appropriate expression to reflect how each character would feel.

Divide the students into pairs and have each pair prepare and perform their conversation.

Activity Two - Creating a verse

Explanation of task - create and perform a new verse

- Ⓜ Have the verse, created by Mr Hoppy to make Alfie bigger, enlarged on a sheet of paper or cardboard. (Pg 23)
- Ⓜ Ask for volunteer students to read the verse to the class. Also ask volunteer students to read the verse backwards so that it makes sense.
- Ⓜ Explain to the students that they are going to work in a small group to create a new verse to make Alfie bigger. The students will need to record their verse and then rewrite it backwards.
- Ⓜ The students then practise reciting their verse and perform it to the class.

Activity Three - Story Map

- Ⓜ Ask the students to brainstorm the main events in the story "Esio Trot". (Limit the list to about 8 steps.) Record each of these events on strips of paper. Have the students sequence these events and display them.
- Ⓜ Explain to the students that they will create a story map using these eight main points as a guide. Explain to the students that a story map is a sequence of pictures and captions, which tell the story. Each picture is connected by an arrow, which indicates the direction of the story. If possible, show the students an example of a story map.
- Ⓜ Provide each student with a piece of art paper. Have each student illustrate the eight main events on the paper.

Activity Four - Sequencing events of the story

- Ⓜ Prior to this session, create a worksheet, on which the eight main events of the story have been recorded, however, they are not in order.
- Ⓜ Explain to the students that they will receive a worksheet on which the eight main events they brainstormed in the previous session have been recorded. These events are not in order. Explain to the students that it is their job to read through each event, cut them out and sequence them so that they are in order.
- Ⓜ Have the students arrange the events in order on their desk and have them checked before moving onto the next stage of the task.
- Ⓜ When the students have sequenced the events correctly, have them glue them onto the story map they began in the previous session under the appropriate illustration.
- Ⓜ Display.

Activity Five - Writing a procedure

🕒 Ask the students to suggest what they think a tortoise should eat in order to grow big and strong. Record these things on the board.

🕒 Explain to the students that they are going to write a recipe for something a tortoise could eat to become big and strong. It should be interesting and creative.

🕒 As a whole class, invent a very simple recipe for a tortoise. Explain to the students that a recipe is a form of a procedure. Show the students an example of a recipe on an overhead projector. Discuss the features of a procedure, in particular, a recipe. These include:

- A statement of the goal of the procedure
- A list of ingredients needed
- A sequence of steps

🕒 Highlight the grammatical features. (Refer to p.123 K-6 English Modules). These include:

- Action verbs in theme position
- Specific vocabulary related to the text
- Connectives

Adverbials

🕒 Show the students the planning sheet for writing a procedure by placing it on an overhead. (See appendix for planning sheet)

🕒 As a whole group, jointly construct a recipe. Ask the students to choose three ingredients. For example, weet bix, spinach and orange juice. Record these on the planning sheet.

🕒 Ask the students for suggestions on how they could put all of these things together. For example, cook the spinach and mash it. Spread it on the weet bix and pour over the orange juice. Show the students how to record these steps on the planning sheet. Stress the importance of using verbs at the beginning of each step. Underline the verbs used.

🕒 Divide the students into pairs. Have each pair brainstorm three ingredients and record the steps involved in making the food for the tortoise. Have the students use the proforma found in the appendix.

🕒 Students publish procedures.

Activity Six - Design and Make Tortoise Catcher

🕒 Prior to this session, have the students bring in a range of recyclable construction and craft materials.

🕒 Reread the text on pp 32 - 33, which describes the tortoise-catcher designed by Mr Hoppy.

🕒 Explain to the students that during this session, they are going to make a different tortoise catcher.

🕒 As a class, brainstorm possible ideas. These may include using nets, bags, or food to lure the tortoise.

@ Have the students select a partner to work with. The students discuss their ideas and make a simple sketch.

@ Have each pair use the construction materials to make their tortoise-catcher. Encourage the students to give their tortoise catcher a name

Activity Seven - Book Review

@ Have students fill out a book review in their workbooks.

Book Review

Book Title:

Author:

Illustrator:

Main Characters:

The book was about:

Favourite Character: Why?:

Favourite part of the story:

I liked/didn't like the book because:

Evaluation