

GUIDED SILENT READING

Using non fiction text

BOOK ELEVEN

Part 1 and 2 School Journals 2005-2010



Hilton Ayrey

sample eBook

GUIDED SILENT READING BOOK 11

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HANDY RESOURCES

literacy tools for the busy classroom teacher

This resource provides you with the following **three handy literacy tools** to take the stress out of your reading programme.



LESSON PLANS

Time savers for the teacher

- ◆ All the details and analysis of the article at your finger tips
- ◆ Clear learning outcomes and success criteria to choose from
- ◆ Simple well structured lesson routine

Further details see page 4



COMPREHENSION STRATEGY INSTRUCTION

A proven process for teaching comprehension

- ◆ Easy to understand and implement
- ◆ Kids are engaged by being active readers
- ◆ Simple routine that is easily transferrable to any text

Further details see page 5



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Independent activities to develop high order thinking

- ◆ High value activities - not busy work - very motivating
- ◆ An organisational necessity for your reading programme
- ◆ All the hard work has been done for you

Further details see page 6



LESSON PLANS

Time savers for the teacher

Each lesson plan follows a simple format with important prompts and useful information that allows you, the teacher, to run your lesson with minimal preparation time.

ARTICLE SUMMARY and SPECIAL FEATURES

Use this to quickly decide whether this article will meet the interest and needs of your group.

LEARNING OUTCOMES and SUCCESS CRITERIA

Select from the list on page 49 according to the needs of your students. Easy to link to the Achievement Objectives in the English curriculum.

BEFORE READING DISCUSSION

Orientate you readers to the article - engage the brain.

Prompts to

- ◆ Activate prior knowledge and personal experiences
- ◆ Introduce unfamiliar concepts that readers will come across in the article
- ◆ Look for clues in the title

GUIDED SILENT READING

The heart of the lesson - "The Three Steps" teach the readers to

- ◆ Unpack the story for themselves
- ◆ Understand and use comprehension strategies
- ◆ Make sure they have got the message right

AFTER READING DISCUSSION

Now that the article has been properly processed, time to

- ◆ Reflect with the group on the relevant success criteria from your LOs
 - how well are they using the comprehension strategies?
- ◆ What has the author done to make this a good article?
 - developing the language and the ability to critique the article genre

IMPORTANT CONSIDERATIONS

There is a huge amount of strategy teaching and practice outlined in these lesson plans, covering Stage 3, Stage 4, Stage 5B, and Stage 6 of our Comprehension Strategy Instruction programme (CSI ONLINE). These are developmental stages and fluency needs to be developed with each stage before moving on to the next stage. For more information about our CSI ONLINE training programme that teaches you how to develop each of these stages with your students, visit our website www.handyres.com or email us at info@handyres.com.



2 COMPREHENSION STRATEGY INSTRUCTION

Reading instruction is all about teaching reading strategies. For Emergent and Early readers, the focus is on decoding strategies. As Early readers move into the Fluent stage the focus shifts to comprehension strategies.

What are comprehension strategies and where do I start?

"The Three Steps" provides you with the answer; a systematic, predictable routine that takes all the stress out of "what do I do" for you the teacher and your students, and gets results.

Engaging for the students

This is an exciting process to use - you can see your reluctant readers "waking up" before your eyes as they become active processors of the text.

- ◆ Students move from being passive participants to active readers as they are required to take responsibility for making meaning.
- ◆ The Three Steps keeps the discussion and the lesson on track.
- ◆ Students unpack the text ... you oversee the process

Easy to understand and put into practice

Have a go at using the three steps with our introductory strategy "I think that means..." (CSI Stage 3) - see how it feels and how the students respond.

THE THREE STEPS - an outline for non fiction text

The text is divided in chunks (with School Journals this is often a page for convenience) and each chunk is processed using "The Three Steps".

Step 1: Read a chunk of text silently

- ◆ Students read silently down to a point that you have determined
- ◆ Fast finishers do not read on - they silently prepare for Step Two

Step 2: Detailed Retelling

"Have we got the message right"

- ◆ Students take turns -A student reads aloud one sentence and then starts with "I think that means..." attempting to retell that sentence in his/her own words. Another student follows this routine with the next sentence.

Step 3: Clear the Roadblocks

- ◆ Now is the time to clear up misunderstandings (roadblocks) that may have become apparent during the students unpacking of the text in Step 2.

Now you are ready for the next chunk of text - back to Step 1

A proven process that delivers results

This is an instructional process that has been developed over the last five years and is now used extensively in schools. There is now significant data available on its success in raising the understanding of text for all readers - proficient and struggling.

See the full training programme CSI ONLINE at www.handyres.com



FOLLOW UP ACTIVITIES

using Bloom's Taxonomy

Each article selected from the School Journals for this resource has a set of follow-up activities (see example on next page). These activities are intended to be used after the students have been guided through the text in a small group.

An organisational necessity

- ◆ With students working independently on these activities you can focus on your instructional groups.
- ◆ Activities are designed as individual tasks to help create that quiet work focus you need to concentrate on groups but they can be adapted to co-operative activities if you feel your classroom organisation and work ethic allows for it.

All the hard work has been done for you

- ◆ There is a huge amount of follow-up work included in each worksheet.
- ◆ Once the activities have been taught there is continuity from article to article. You do not have to teach lots of new activities. The challenge for the student comes from applying the known activity to a new article context.

High value activities - something for everyone

- ◆ Activities range from low level, literal responses (security for those who lack confidence) to high level analysing, creating, and evaluating tasks. Your top end learners will love these.
- ◆ Many activities allow for a visual or written response to motivate your reluctant writers.

An important part of Comprehension Strategy Instruction

- ◆ The higher level thinking skills of applying, analysing, creating, and evaluating are important 'after reading' comprehension strategies in their own right.

SUGGESTIONS FOR USING THESE ACTIVITIES

- ◆ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results.
- ◆ Don't expect students to do them all
 - allow choice; they will find that very motivating
- ◆ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
 - For example 1=had a go
 - 3=completed task according to agreed criteria
 - 5=something extra-went beyond the requirementEach activity can be rated 3 times - self, buddy, teacher (has the final say)
- ◆ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

Set 1:1 LESSON PLAN

RA 8-9 years SJ Part 1 Number 2 2006

Emily's Hens

by Rosie Boom

ARTICLE SUMMARY

An article about a young girl whose father has built a hen house and what she has to do to look after the hens.

TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 5). See page 52 for an example of an Information Web.

Introduction - a surprise for Emily - provides initial hook into the article.

Body of Text - paragraphs outlining what Emily and her father have to do to look after the hens.

Conclusion - a reflective statement - "Eggs for breakfast" - provides informal ending to the article.

LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

BEFORE READING DISCUSSION

1. Clues from the title

"Emily's Hens" - what clues are there in this title?

2. Accessing prior knowledge and personal experiences

Discuss students experiences with hens. How do you look after them?
Brainstorm possible characters and story problems.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

STEP 1: Read Silently

Make sure you understand all the information

STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

AFTER READING DISCUSSION

Article Evaluation:

"What has the author done to try and make this an interesting article?"

Possible Responses: The blindfold and the surprise gets you interested.
Gives information about looking after hens.
Real people doing something not just facts.

"What do YOU think of this article?"

"Give it a rating out of 10 and say why?" (provides a lead in to Activity 8)

HEADINGS AND TRIGGER WORDS

CSI Stage 5B

Introduction (page 16)

- new hen house
- promise

Naming (page 17a)

- 1 rooster
- 5 hens

Looking after (page 17b)

- daily
- scraps
- pellets
- water
- straw

Clipping wings (page 18)

- 2 months
- unbalance
- don't mind

Egg collection (page 19a)

- best job
- nesting boxes
- secret places
- rotten?

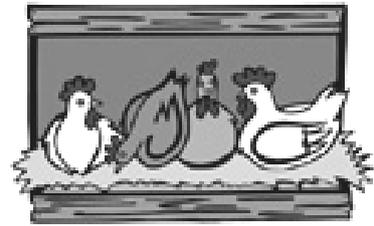
Conclusion (page 19b)

- breakfast

The Lesson

FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students



Set 1:1 ACTIVITIES

School Journal
Part 1 Number 2 2006

REMEMBERING - What are the facts

1. How many hens and how many roosters does Emily have?
2. How often do they clip the hens and the rooster's wings?

UNDERSTANDING - Show that you understand new words

3. Choose 3 words from the article that are new or interesting to you. Here are some suggestions but you can choose your own.
pellets unbalance orchard
Write a sentence for each one showing that you understand the meaning.

APPLYING - Using what you read in the article

4. Make a poster about how to look after hens. Make sure that anyone who reads it will know exactly what they have to do if they decide to buy hens.
Include a great heading to get attention, some information, and some drawings.

ANALYSING - Organising information from the article

5. Organise the information about looking after hens into an INFORMATION WEB with the title "Looking after Hens" or come up with your own.
This is a good activity to help you sort information and remember it.

CREATING - Coming up with new ideas

6. Design a new fun hen house for Emily's hens with lots of equipment for exercise and plenty of interesting places to lay their eggs.
Use drawings and labels to explain your interesting ideas.

EVALUATING - Seeing both sides

7. *"Every family should have a hen house and keep hens"*

List your reasons for agreeing and disagreeing with this statement.

I agree with this statement because.....

I disagree with this statement because.....

EVALUATING - How good is this article?

8. Give this article a rating from 1 to 10 depending on how much information there was in it and how interesting it was.

10 ----- 5 ----- 1
Lots of information Some information No information
Really Interesting OK Boring

Write down a reason for giving the rating you have decided on.
What else would you like to know about the topic?

Set 4:5 LESSON PLAN

RA 9½-10½ years SJ Part 2 Number 1 2010

Killer Plants

by Lindy Kelly

ARTICLE SUMMARY

The article provides information about some surprising plants that set traps for insects and small animals ... and eat them.

TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 5). See page 52 for an example of an Information Web.

Introduction - a question is used as a hook into the article

Body of Text - paragraphs with clear headings cover the different types of carnivorous plants.

Conclusion - a summarising statement suggesting that carnivorous plants should be scared of us because of the way we pollute and destroy their habitats.

LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

BEFORE READING DISCUSSION

1. Clues from the title

"Killer Plants"- what clues are there in this title?

2. Accessing prior knowledge and personal experiences

Discuss students knowledge about plants that eat animals.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

STEP 1: Read Silently

Make sure you understand all the information

STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

AFTER READING DISCUSSION

Article Evaluation:

"What has the author done to try and make this an interesting article?"

"Is there enough information? What more do you want to know?"

Possible Responses: The question at the beginning got me interested.
The illustrations are fun and helped me to understand what the words were saying.
The headings helped me see where the article was going.

"What do YOU think of this article ?"

"Give it a rating out of 10 and say why?" (provides a lead in to Activity 8)

HEADINGS AND TRIGGER WORDS

CSI Stage 5B

Carnivorous Plants (page 8)

- 400 species
- 10 NZ
- meat-eating

Why carnivorous? (page 9)

- photosynthesis
- nutrients
- adapted

Venus Flytrap plants (page 10a)

- green leaves - halves
- teeth
- tiny hairs
- snap
- substances
- dinner

Pitcher Plants (page 10b)

- leaves - jug
- bright colours - smell
- slippery walls
- downward pointing hairs
- liquid - drowns

Bladderworts - sucked in (page 11)

- underwater
- air pocket
- hair trigger
- trapdoor

Sundew Family - NZ carnivores (page 12)

- sticky hairs
- tentacles
- substance - digest

What about human flesh (page 13a)

- yes
- too small
- small animals

We are a danger to them (page 13b)

- pollution
- extinction

The Lesson

FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students



KILLER PLANTS

BY LINDY KELLY



Set 4:5 ACTIVITIES

School Journal
Part 2 Number 1 2010

REMEMBERING - What are the facts

1. Make a list of the different types of carnivorous plants in the article.
2. Why are carnivorous plants not a danger to humans?

UNDERSTANDING - Show that you understand new words

3. Choose 3 words from the article that are new or interesting to you. Here are some suggestions but you can choose your own.

carnivorous tentacles tubular

Write a sentence for each one showing that you understand the meaning.

APPLYING - Using what you read in the article

4. Make a poster warning insects about the different traps that plants have set to catch them.

Include a great heading to get attention, some information, and some drawings or diagrams.

ANALYSING - Organising information from the article

5. Organise all the information in this article about carnivorous plants into an INFORMATION WEB.

This is a good activity to help you sort information and remember it.

CREATING - Coming up with new ideas

6. Design a really dangerous carnivorous plant that could trap humans.

Use drawings and labels to explain your ideas.

EVALUATING - Seeing both sides

7. "Every house should have a venus fly trap instead of using fly spray"

List your reasons for agreeing and disagreeing with this statement.

I agree with this statement because.....

I disagree with this statement because.....

EVALUATING - How good is this article?

8. Give this article a rating from 1 to 10 depending on how much information there was in it and how interesting it was.

10 ----- 5 ----- 1
 Lots of information Some information No information
 Really Interesting OK Boring

Write down a reason for giving the rating you have decided on.
What else would you like to know about the topic?

APPENDIX

LEARNING OUTCOMES and SUCCESS CRITERIA 49

FOLLOW UP ACTIVITIES - examples

- ◆ Timeline 50
 - ◆ Information Web 51
 - ◆ Flowchart 52
-

Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource. The emphasis is on the development of comprehension strategies.

These Learning Outcomes can be easily linked back to the Achievement Objectives in the English curriculum.

SENTENCE LEVEL COMPREHENSION

LEARNING OUTCOME:

1. Monitor own reading for comprehension (CSI Stage 3)

I will know I can do this if, when I am reading, I can ...

- ◆ Put sentences in my own words using “I think that means...” to check whether I have got the message right
- ◆ Recognise that there are roadblocks (I haven't got the message right)

LEARNING OUTCOME:

2. Use the Deep Five comprehension strategies to check and clarify meaning, and to overcome roadblocks to comprehension (CSI Stage 4)

I will know I can do this if, when I am reading, I can ...

- ◆ Visualise what the words are saying
- ◆ Make connections to something I already know to clarify information or ideas
- ◆ Ask myself questions to clarify information in the article
- ◆ Form and revise an hypothesis about the information in the article
- ◆ Make connections to information in another part of the article

“BIG PICTURE” TEXT LEVEL COMPREHENSION

LEARNING OUTCOME:

3. Identify Headings and Trigger Words and use these to successfully retell the information in an article (CSI Stage 5B)

I will know I can do this if, when I am reading, I can ...

- ◆ Identify effective Headings and Trigger Words for a chunk of text

LEARNING OUTCOME:

4. Demonstrate the use of Bloom's Thinking Skills

I will know I can do this if I can ...

- ◆ Use the information in the article correctly to make a poster (Applying)
- ◆ Create an accurate information web, time line, or flow chart from an article (Analysing)
- ◆ Design a valid or creative solution to a problem raised in the article (Creating)
- ◆ Present both sides to an argument about an issue raised in the article (Evaluating)
- ◆ Rate the article based on the criteria given and justify my rating (Evaluating)

More information about the teaching and assessment of these Learning Outcomes can be found in our comprehension strategy Instruction programme CSI ONLINE.

www.handyres.com

Time Line - Sample

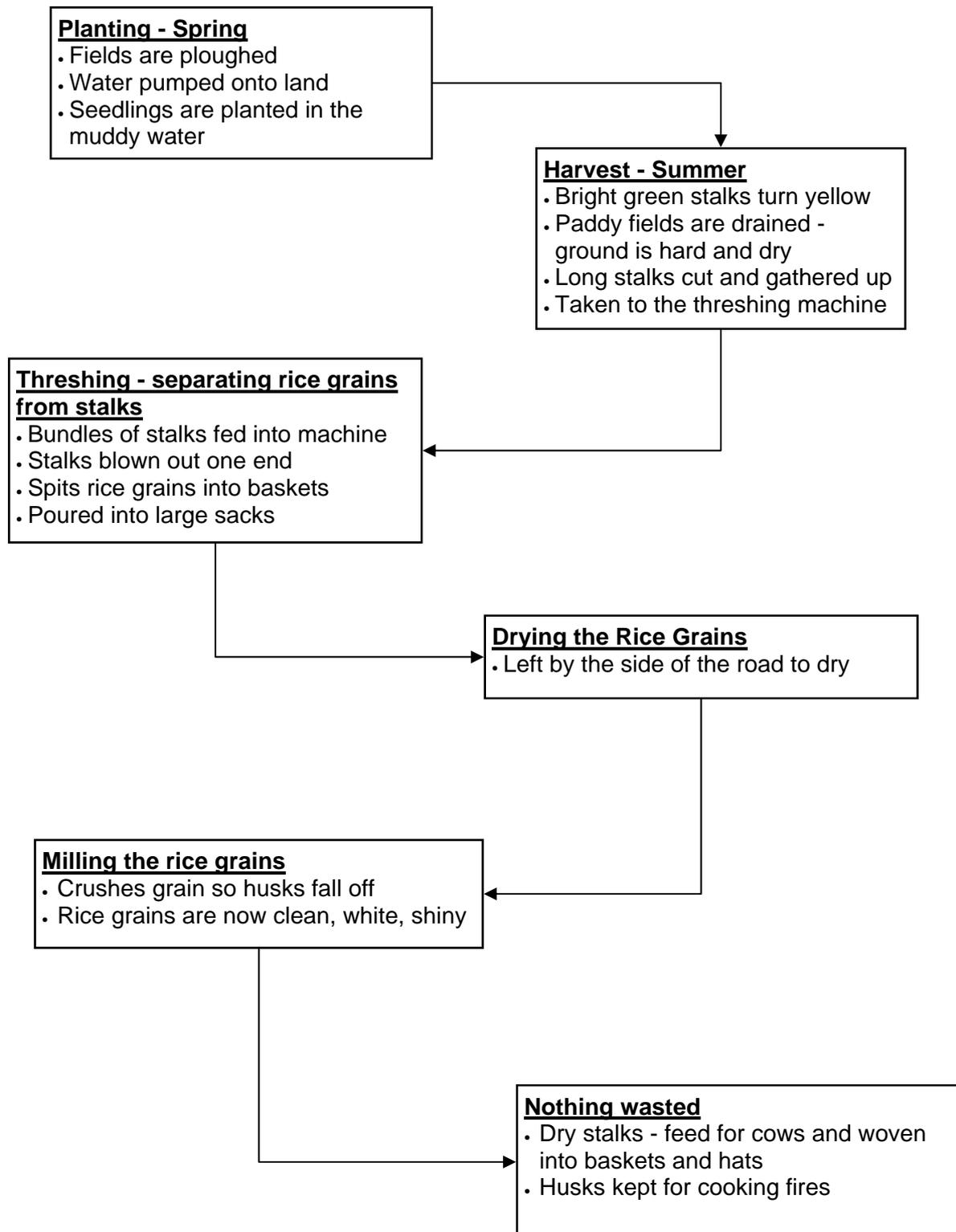
1:3 Dusty

- Saturday, 5 March**
- Found baby sparrow in the barn
 - Watched to see if its mother would come back
 - Was allowed to keep the bird
 - Called her Dusty
 - Make a nest in a box
 - Got a neighbour to help
 - Went on a worm hunt in the garden
 - Fed Dusty every 2 hours
- Sunday, 6 March**
- Mum rang the SPCA - got a recipe for feeding
 - Dusty loved it
- Monday, 7 March**
- Dusty ate heaps of food
 - Opened her beak as soon as the box was opened
- Tuesday, 8 March**
- Hopped onto the girl's finger
- Wednesday, 9 March**
- Moved Dusty into a bird cage
 - Happy in her new home
 - Dusty's tail feathers are growing really quickly
- Thursday, 10 March**
- Worried about Dusty
 - Fluffed up as if she was cold
 - Didn't eat much
- Friday, 11 March**
- Dusty died - found her on the floor of the cage
 - Made a cross and got some rose petals for her box
 - Buried her in the garden
- Sunday, 13 March**
- Found Maisy the missing hen with 9 chicks in the woodshed
 - Going to help Maisy look after them!
- 

Flow Chart - Sample

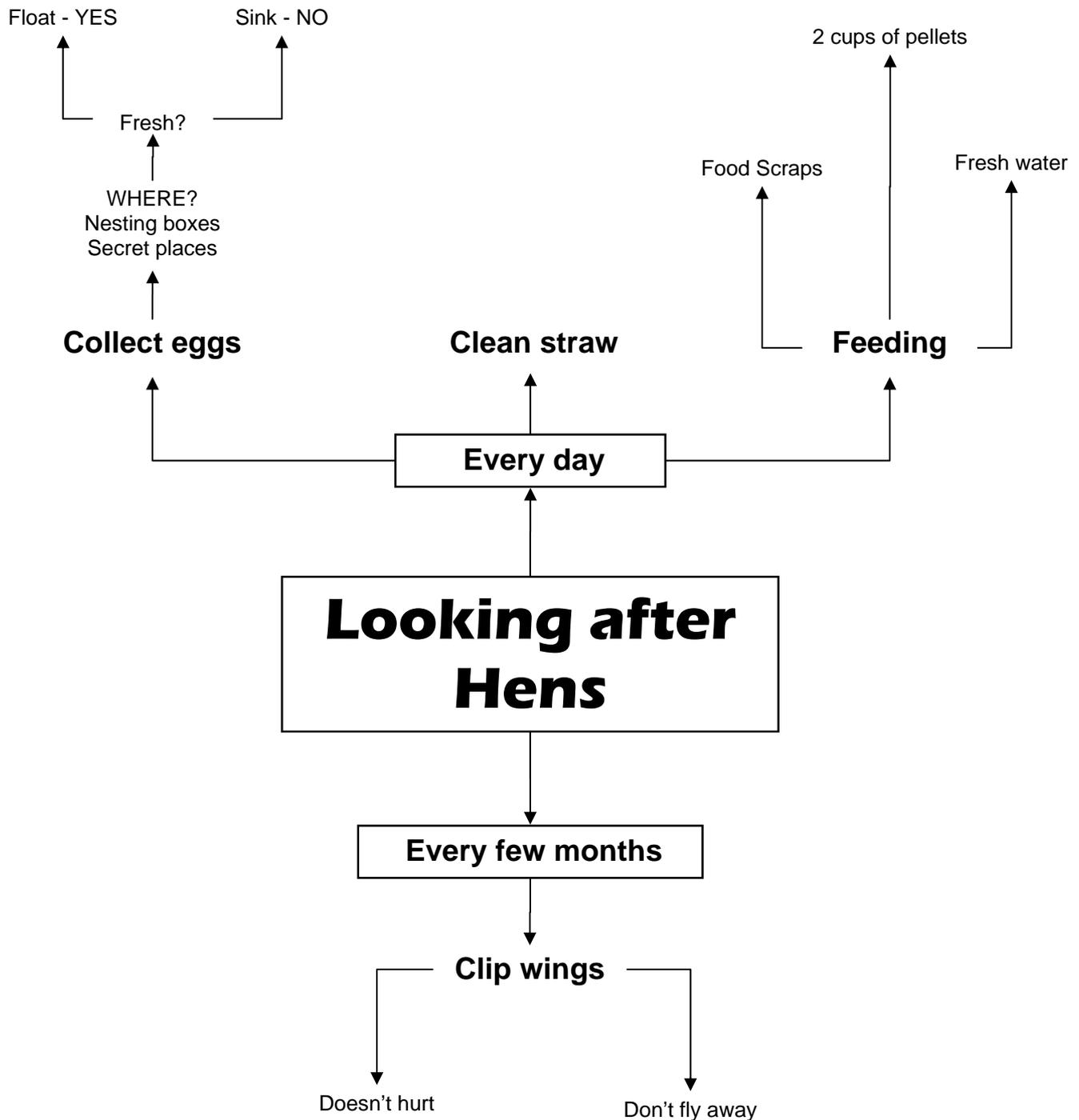
3.1 A Bowl of Rice

Growing and Harvesting Rice



Information Web - Sample

1.1 Emily's Hens



The **GUIDED SILENT READING** series

The intention of this and the other books in this series, is to help you, the classroom teacher, get the most out of our wonderful School Journal resources.

As teachers there are so many demands on our time and so many new ideas to explore. With this resource the tough work has been done for you; we are handing you the literacy tools you need to establish a quality reading programme for your early and fluent readers that delivers quality learning and motivates your learners.

Guided Silent Reading using the Three Steps process is a powerful instructional tool for teaching comprehension strategies and developing active readers who actually understand the text they read.

The ever popular follow-up activities provide you with endless possibilities for exposure to, and the chance to practice with, the creative and critical thinking skills which are now embedded in our new curriculum.

BACKGROUND

The ideas presented here are based on current research of best practice in reading instruction, 18 years of my own experience teaching reading in New Zealand primary schools, and more recently, ten years as a tutor with the New Zealand Graduate School of Education, where I have had responsibility for developing innovative instructional reading programmes for our trainee teachers.

Thank you for the feedback I have received. As always I am very keen to hear your comments, queries, advice, and suggestions.

Hilton Ayrey
Handy Resources

A list of these resources to date is as follows

GUIDED SILENT READING Using Narrative Text

Guided Silent Reading Book 1: Part 1 and 2 School Journals 1990-1999

Guided Silent Reading Book 2: Part 3 and 4 School Journals 1990-1999

GUIDED SILENT READING Using Non Fiction Text

Guided Silent Reading Book 3: Part 1 and 2 School Journals 1990-2000

Guided Silent Reading Book 4: Part 3 and 4 School Journals 1990-2000

GUIDED SILENT READING Using Narrative Text

Guided Silent Reading Book 5: Part 1 and 2 School Journals 2000-2002

Guided Silent Reading Book 6: Part 3 and 4 School Journals 2000-2002

GUIDED SILENT READING Using Non Fiction Text

Guided Silent Reading Book 7: Part 1 and 2 School Journals 2000-2004

Guided Silent Reading Book 8: Part 3 and 4 School Journals 2000-2004

GUIDED SILENT READING Using Narrative Text

Guided Silent Reading Book 9: Part 1 and 2 School Journals 2003-2006

Guided Silent Reading Book 10: Part 3 and 4 School Journals 2003-2006

GUIDED SILENT READING Using Non FictionText

Guided Silent Reading Book 11: Part 1 and 2 School Journals 2005-2010

Guided Silent Reading Book 12: Part 3 and 4 School Journals 2005-2010

To view sample pages and details of our other reading resources, visit our website www.handyres.com