

# GUIDED SILENT READING

*Using non fiction text*

BOOK TWELVE

Part 3 and 4 School Journals 2005-2010



Hilton Ayrey

sample eBook

# GUIDED SILENT READING BOOK 12

## CONTENTS

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### TEACHING NOTES

Lesson Planning	4
Comprehension Strategy Instruction	5
Follow-up Activities	6

### SET 5 : Instructional Reading Age 9-10½ years

5:1	<b>Tigers on the Prowl</b> by Despina Rosales School Journal Part 3 Number 2 2006	7
5:2	<b>Tuitui Shampoo</b> by Jill MacGregor School Journal Part 3 Number 3 2007	9
5:3	<b>Finding China</b> by Eva Wong Ng School Journal Part 3 Number 3 2006	11
5:4	<b>Where's Herbie</b> by Marie Langley School Journal Part 3 Number 1 2010	13
5:5	<b>Why do I Blush?</b> by Julia Wall School Journal Part 4 Number 1 2006	15

### SET 6 : Instructional Reading Age 10-12 years

6:1	<b>The Tail of the Gecko</b> by Marlene Bennetts School Journal Part 3 Number 1 2006	17
6:2	<b>King of the Hill</b> by Maggie Lilleby School Journal Part 3 Number 1 2008	19
6:3	<b>No More Tea Parties</b> by Maria Gill School Journal Part 3 Number 1 2010	21
6:4	<b>Plight of the Sea Turtle</b> by Jill MacGregor School Journal Part 3 Number 2 2008	23
6:5	<b>Plastic Fantastic?</b> by Philippa Werry School Journal Part 3 Number 3 2007	25

### SET 7 : Instructional Reading Age 11-13 years

7:1	<b>Meet the Kakapo</b> by Maggie Lilleby School Journal Part 3 Number 3 2006	27
7:2	<b>The Call of the Conch</b> by Jill MacGregor School Journal Part 3 Number 2 2010	29
7:3	<b>Estuary Health Check</b> by Leeanne Arnold School Journal Part 4 Number 3 2008	31
7:4	<b>Frozen Food</b> by Philippa Werry School Journal Part 4 Number 1 2006	33
7:5	<b>One Small Step</b> by David Hill School Journal Part 4 Number 3 2009	35

### SET : Instructional Reading Age 12-14 years

8.1	<b>On the Mend</b> by Zana Bell School Journal Part 3 Number 2 2005	37
8.2	<b>To Spray or Not to Spray?</b> by Trish Puharich School Journal Part 4 Number 3 2005	39
8.3	<b>The Bulford Kiwi</b> by Philippa Werry School Journal Part 4 Number 1 2005	41
8.4	<b>High-Flyers</b> by Maggie Lilleby School Journal Part 4 Number 3 2005	43
8.5	<b>Pacific Paradise?</b> by Mary Campbell School Journal Part 4 Number 2 2010	45

### APPENDIX : Learning Outcomes and Activity Samples 48-53



# 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](http://www.handyres.com) or email us at [info@handyres.com](mailto:info@handyres.com).



# 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](http://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 5:1 LESSON PLAN

RA 9½-10½ years SJ Part 3 Number 2 2006

# Tigers on the Prowl

by Despina Rosales

## ARTICLE SUMMARY

This article conveys the power and strength of these wonderful animals and the threat of extinction that they face.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web.

**Introduction** - sets the scene - introduction to a very big cat!

**Body of Text** - paragraphs headings provide structure and direction to the information.

**Conclusion** - no concluding statement.

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

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Tigers on the Prowl"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about tigers.

### 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)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The author uses humour - "Phew - seriously huge kitty litter box". That got me interested.

*"Was the information written in an interesting way?"*

Possible response: There was a very vivid description of the kill - lots of detail. Comparing things to what I already know made it interesting - I could understand it better. "Talk about a cat with a big appetite" - humorous. The writing has an informal style - chatty - not like an information report.

*"Was the information well organised in clear sections?"*

Possible response: There were good headings.

*"Was there an effective conclusion?"*

Possible response: No wrap-up. I was a bit disappointed with the way it ended.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### The Cat of Cats (page 24a)

- biggest
- 4 metres
- 300 kg
- litter box?

#### A cat with duck's feet (page 24b)

- excellent
- webbing
- dog paddle
- like water

#### Taking the leap (page 25)

- stalk
- surprise
- small - front
- large - behind
- neck
- 10 metres - 20 people

#### The meal begins (page 26)

- strong jaw
- 13 men
- screened area
- legs first
- returns - leaves nothing
- 10-45 kg

#### Close to extinction (page 27)

- forest, jungle
- swamp, reeds, grass, caves
- 8 subspecies
- endangered
- 6,000 - 1500 in captivity
- wild - 10 yrs
- captivity - 20 yrs
- territory gone
- poaching - coat, bones, eyes

## 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

# TIGERS ON THE PROWL



BY DESPINA ROSALES

## Set 5:1 ACTIVITIES

School Journal  
Part 3 Number 2 2008

### REMEMBERING - What are the facts

1. How big are the largest male tigers?
2. How is the tiger very different to from most of the other members of the feline (cat) family?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw diagrams with labels to show you understand the two different approaches tigers use when attacking small and large prey.

### APPLYING - Using what you read in the article

5. Design a poster to convince poachers to stay away from tigers. You can tell them about the problems of extinction or try to scare them off with facts about how big and fierce tigers are.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Tigers on the Prowl* to summarise the information in this article. This will help you understand how the article has been organised by the author and is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design some tiger adaptations that would protect them from poachers or frighten them away.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"If tigers are so valuable then hunters should be allowed to hunt them"*

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because.....	I disagree with this statement because.....
--	---

Share your ideas with other people in your group. Ask if you can present a short debate.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 8:5 LESSON PLAN

RA 12-14 years SJ Part 4 Number 2 2010

# Pacific Paradise?

by Mary Campbell

## ARTICLE SUMMARY

This article describes the life cycle of the New Zealand eel and the damage to the eel habitat as a result of man's activities.

## TEXT STRUCTURE

A mixed text structure - starts with a narrative, using the language of a storyteller to describe the life cycle of the eel and then changes to a factual information report to discuss the attributes of the eels and the damage to their habitat.

**Introduction** - descriptive story of one eel's journey is an effective hook.

**Body of Text** - headings provide a clear structure - lifecycle, facts about NZ eels, threats to the species.

**Conclusion** - no conclusion.

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

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Pacific Paradise?"- what clues are there in this title? Why the question mark?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about NZ eels and their experiences with them - unpleasant associations?

### 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)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

##### "Was there a hook in the introduction?"

Possible response: It starts off as a story about an eel. Because I think eel's are creepy and the author uses words like 'lurks', 'enormous', and 'massive' it gets my attention straight away.

##### "What was the information written in an interesting way?"

Possible response: There is a mixture of writing styles - storytelling at the beginning and then information report writing (just facts). The story part makes you want to read the facts.

##### "Was the information well organised in clear sections?"

Possible response: There is a clear structure provided by the headings.

##### "Was there an effective conclusion?"

Possible response: No conclusion. I was a bit disappointed with the way it ended.

### HEADINGS AND TRIGGER WORDS CSI Stage 5B

#### Time to spawn (page 14)

- 50 years
- night hunting - worms, insects, small fish, mouse, bird
- 2m, 21 kg
- changed
- ovaries
- downstream urge
- migration

#### The long swim (page 15a)

- females, smaller males
- many months
- ocean depths
- twist - eggs, sperm - die

#### New beginnings - the return (page 15b)

- eggs - surface
- larvae
- currents - NZ - freshwater
- glass eels - upstream
- elvers - wormlike - gravelly rapid, shallows
- upstream - many years - overland

#### NZ Eels (page 16)

- long-fin - fast-flowing, stony
- short-fin - swamps, slow-flowing, smaller
- growth rings
- maturity - decades
- females - 20-65yrs
- males - 12-45yrs

#### Habitat destroyed (page 17)

- 95% wetlands, swamps
- bush cleared
- streams silted, polluted
- food for eels?
- willows
- stock - vegetation
- flood banks, floodgates, pumping stations
- hydro dams - elver migration - turbines

#### Commercial overfishing (page 18a)

- mid-1960s
- log-fin "at risk" - still caught
- long maturity
- few arrivals

#### What's being done (page 18b)

- commercial - stopped
- national parks - safe

## 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



by Mary Campbell



# Pacific Paradise?

## Set 8:5 ACTIVITIES

School Journal  
Part 4 Number 2 2010

### REMEMBERING - What are the facts

1. Name the main New Zealand eel species.
2. Make a list of all the changes to the eel's habitat that man has been responsible for.

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram with labels to show you understand how the elvers work their way upstream.

### APPLYING - Using what you read in the article

5. Design a poster informing people about the destruction of the eel's habitat.  
*A poster should have an eye catching title, information in bullet points, and illustrations.*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *The Life Cycle of the Eel* to show all the changes that the eel goes through in its lifetime.  
This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Redesign the eel's river habitat so that all of man's interventions don't stop the eels from moving up and back down the river.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Sometimes man's needs must come first before the protection of a habitat"*  
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because.....

I disagree with this statement because.....

Share your ideas with other people in your group. Ask if you can present a short debate.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.



# APPENDIX

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**LEARNING OUTCOMES and SUCCESS CRITERIA** 49

**FOLLOW UP ACTIVITIES - examples**

- ◆ Timeline 50
  - ◆ Information Web 51
  - ◆ Flowchart 52
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## 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](http://www.handyres.com)

# Time Line - Sample

## 7:5 One Small Step

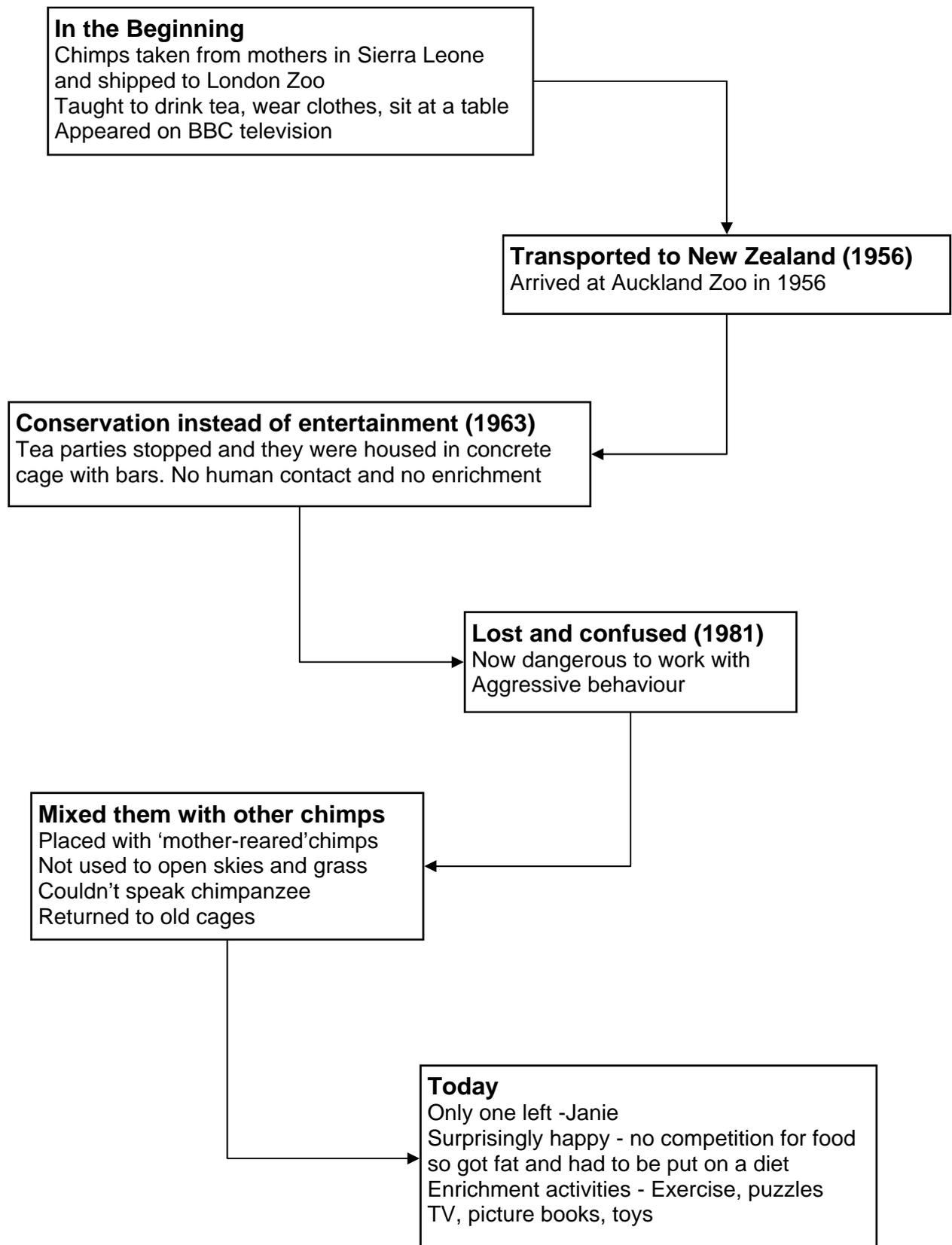
---

- **1961** - US President John F Kennedy promises that America would have a man on the moon before 1970
- **Mid 1960's** - Apollo programme underway
- **27 January 1967** - Apollo 1 astronauts killed when fire breaks out in the command module during training
- **1967 to 1969** - Apollo 2-6: orbital and docking tests  
Apollo 7: 150 orbits of the earth  
Apollo 8: flew to the moon and around it  
Apollo 9 and 10: tested spacecraft's modules in space
- **16 July 1969 9:32am** - Apollo 11 launched from Kennedy Space Centre
- **19 July 1969** - Apollo 11 entered orbit around the moon
- **20 July 1969** - Eagle landed on the surface of the moon
  - 7 hours later Neil Armstrong stepped out onto the moon
  - 20 minutes later - joined by Buzz Aldrin
- **21 July 1969 1.11am** - lunar module lifted off the moon's surface

# Flow Chart - Sample

## 6:5 No More Tea Parties

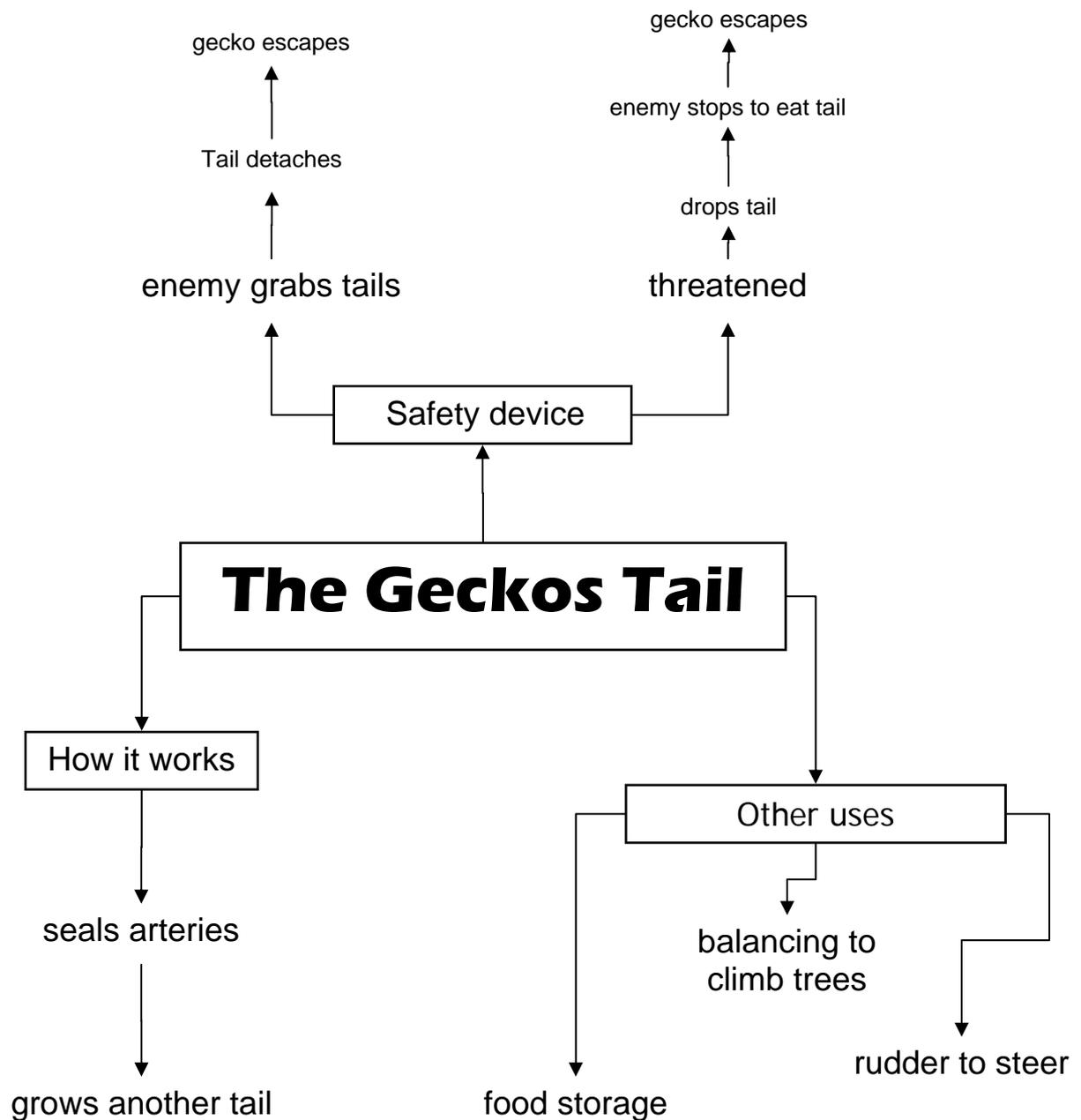
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# Information Web - Sample

## 6:1 The Tail of the Gecko

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# The **GUIDED SILENT READING** series

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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 Fiction Text**

**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](http://www.handyres.com)