

# GUIDED SILENT READING

*Using narrative text*

**BOOK FIVE**

**Part 1 and 2 School Journals 2000-2002**



**Hilton Ayrey**

**sample eBook**

# GUIDED SILENT READING BOOK 5

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# GUIDED SILENT READING

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Guided Silent Reading is a powerful instructional tool that is used in many classrooms throughout New Zealand. It gives the opportunity for the teacher and a small group of students to talk, read and think their way through a text.

The students are responsible for the reading, while the teacher guides them through questioning, helping students to identify the text structures and language features used by the author. The questions the teacher asks provide a model of the type of questions that the reader should ask themselves as they read.

## **SPECIFIC LEARNING OUTCOMES**

The Achievement Objectives in EINZC have been used to develop the following SLO's for these resources on narrative text. These are the outcomes that can be expected when following the Guided Silent Reading process outlined in the lesson plans.

Students will be able to.....

### **1. Identify the features of NARRATIVE text structure, namely setting, characters, problem, response, action, outcome, theme.**

A number of studies have shown that when readers are taught about the structure of narrative text there are significant gains in comprehension.

For a review see Susan Dymock and Tom Nicholson (1999), Wellington NZCER  
*Reading Comprehension : What is it? How do you teach it*

Teaching children about narrative structure and the way stories work provides them with a powerful comprehension strategy.

### **2. Identify language features used in NARRATIVE text**

This springs naturally out of the discussion of the text as students seek to clarify the message and develop the language of critique.

How does an author use language to create a 'good' story?

### **3. Make valid predictions about the plot**

Prediction is one of the most important skills to develop in the active reader.

The concept of a good reader being like a detective, always looking for clues, is a good way of explaining this to children.

This is encouraged at the beginning of each chunk of text as the teacher and the readers establish a purpose for reading on. The validity of a prediction reflects the extent to which active reading and comprehension is taking place.

### **4. Justify their ideas or responses from within the text or by inference**

Requiring the reader to substantiate his or her ideas from text is another very effective tool for developing active readers.

### **5. Demonstrate the use of higher thinking skills (Bloom's Taxonomy)**

The follow up activities give the students the chance to explore some higher level thinking and require further processing and revisiting of the text in an interesting way.

While not neglecting the systematic development of decoding skills, the emphasis here is on teaching comprehension strategies through identifying text structure and the skills and attitudes of being an active rather than a passive reader.

# GUIDED SILENT READING *using narrative text*

## Sample Lesson Plan from Book 5

NZ School Journal where the text for this story can be found

A summary of the storyline of this text

A description of special language or structural features found in the text

Possible story structure that can be identified from each chunk of text as the story is being read and discussed

Set 3:3 LESSON PLAN		Tusk the Cat	
RA 8½-9½ years SJ Part 2 Number 2 2002		by K. E. Anderson	
SPECIFIC LEARNING OUTCOMES		Story Summary	
<p><i>Students can.....</i></p> <ul style="list-style-type: none"> <li>• Identify features of narrative text structure                             <ul style="list-style-type: none"> <li>- characters, setting, problem, response, action, outcome, theme</li> </ul> </li> <li>• Identify language features used in narrative text</li> <li>• Make valid predictions about plot</li> <li>• Justify their ideas from within the text or by inference</li> <li>• Demonstrate the use of higher thinking skills (Bloom's Taxonomy) in follow up activities</li> </ul>	<p>Tusk is a very fierce cat - a real handful. But the family realises how much they miss him when they notice he isn't around anymore. Just when everyone has begun to accept that he has gone for good, they discover "his" kittens.</p> <p><b>Special Features :</b> Great use of descriptive language and humorous anecdotes to develop the character of Tusk in the first 5 paragraphs.</p>		
Guided Silent Reading strategies - suggestions for the Guided Silent Reading process			
Prereading Discussion	<p>Read out the title and ask for predictions about this story - What clues has the author given us in the title ? - Brainstorm possible characters, setting, problem.</p> <p>Discuss how the students feel about their pets. Ask them to share experiences with particularly scary pets.</p>		
SET PURPOSE and READ	RETELL and CLARIFY	ADD to STORY WEB	
<i>When you are reading look for ....</i>	<i>Making sure we have got the message right</i>	<i>What new information have we found ?</i>	
<p><b>CHUNK 1 Page 16</b> <i>READ page 16 and look for information or clues about the setting, characters, and the story problem</i></p> <p><i>Fast finishers</i> Start recording your ideas on a story web</p>	<p>"...runt of the litter....." <b>What did Corbin Anderson mean?</b> [The runt is the smallest, weakest one]</p> <p>"...and knock all the ornaments off....." <b>What does 'boss of the house' mean?</b> <b>Was Tusk really in charge of the house?</b> [No. He didn't run the place but he did what he liked - he had ways of getting what he wanted]</p> <p><b>Discuss the language features the author has used to develop the character of Tusk</b></p> <ul style="list-style-type: none"> <li>• Overstated adjectives</li> <li>• Anecdotes to support characterisation</li> </ul>	<p><b>Characters</b> Tusk - supposed to be a runt - biggest cat storyteller had ever seen - enormous ears and razor sharp teeth - claws that ripped skin to shreds - very black and fierce - boss of the house - showed he was unhappy if he didn't get his tea on time - played mean games</p> <p><b>Setting</b> At home</p> <p><b>Problem</b> No problem other than a very fierce cat</p>	
<p><b>CHUNK 2 Page 17</b> <i>What do you think will happen next? What will be the problem in this story?</i></p> <p><i>READ page 17 and find out</i></p> <p><i>Fast finishers</i> Add to your story web</p>	<p>"...used more plasters than anyone else in NZ..." <b>Why did they use more plasters?</b> [Because Tusk was always attacking them]</p> <p>"...never missed a meal in his life....." <b>Why did they notice Tusk was missing?</b> [No one was covered in plasters and Dad had been able to sit in his chair]</p>	<p><b>Characters</b> Tusk - could be tricked because he was greedy</p> <p><b>Problem</b> Tusk has gone missing</p>	
<p><b>CHUNK 3 Page 18</b> <i>How do you think the family will feel about Tusk disappearing (Response) What are some things you can do when your cat is missing?</i></p> <p><i>READ page 18 and find out</i></p> <p><i>Fast finishers</i> Add to your story web</p>	<p>"...the cute way.....the funny game....." <b>Why were these now cute and funny games?</b> [When you don't have something anymore you tend to remember only the good parts, not how annoying it can be or the pain from the claws]</p> <p>"...I knew why she had really done it, though..." <b>Why had Mum put away the bowl and mat?</b> [Because Tusk wasn't coming back]</p> <p><b>Why did she say she had put them in a safe place for when he came back?</b> [She didn't want to upset the storyteller]</p>	<p><b>Problem</b> It looks like Tusk is gone for good</p> <p><b>Action</b> Organised themselves into search parties Rang the radio station Went to the SPCA</p> <p><b>Response</b> Missed Tusk</p> <p><b>Action</b> Mum put away Tusk's mat and bowl</p>	
<p><b>CHUNK 4 Page 19</b> <i>What will happen next? How will the story end? Brainstorm possibilities</i></p> <p><i>READ page 19 to find out</i></p> <p><i>Fast finishers</i> Add to your story web</p>	<p>"... Suddenly I realised that I had found Tusk....." <b>What did the storyteller mean? Where was Tusk?</b> [She had stumbled across Tusk's kittens. It doesn't say where Tusk is but we can assume 'she' is nearby. Cats will sometimes go away and hide when they have kittens]</p> <p>"...never trust ...and tell you it's a tomcat ...." <b>What does this mean?</b> [Tusk wasn't a tomcat...she was a female]</p>	<p><b>Outcome</b> Tusk is a she not a he Tusk was only hiding while she was having kittens The family is in for a lot of pain The storyteller is happy that Tusk is still around</p>	

Instructional reading age of the story

Specific Learning Outcomes for this lesson

Questions to access prior knowledge and personal experiences

Questions and prompts to establish a purpose for reading this chunk of text

Suggested fast finishers activity to take care of those children who read faster than others

Points in the text where clarification may be required during detailed retelling

Questions that will help children clarify concepts or vocabulary

Suggested answers to the questions asked. Children's responses may differ

# GUIDED SILENT READING *using narrative text*

## Sample Lesson Plan from Book 5

Suggestions for summarising the story structure once the guided reading has been completed

Suggestions for critiquing the story. An opportunity for children to learn what to look for when evaluating a story

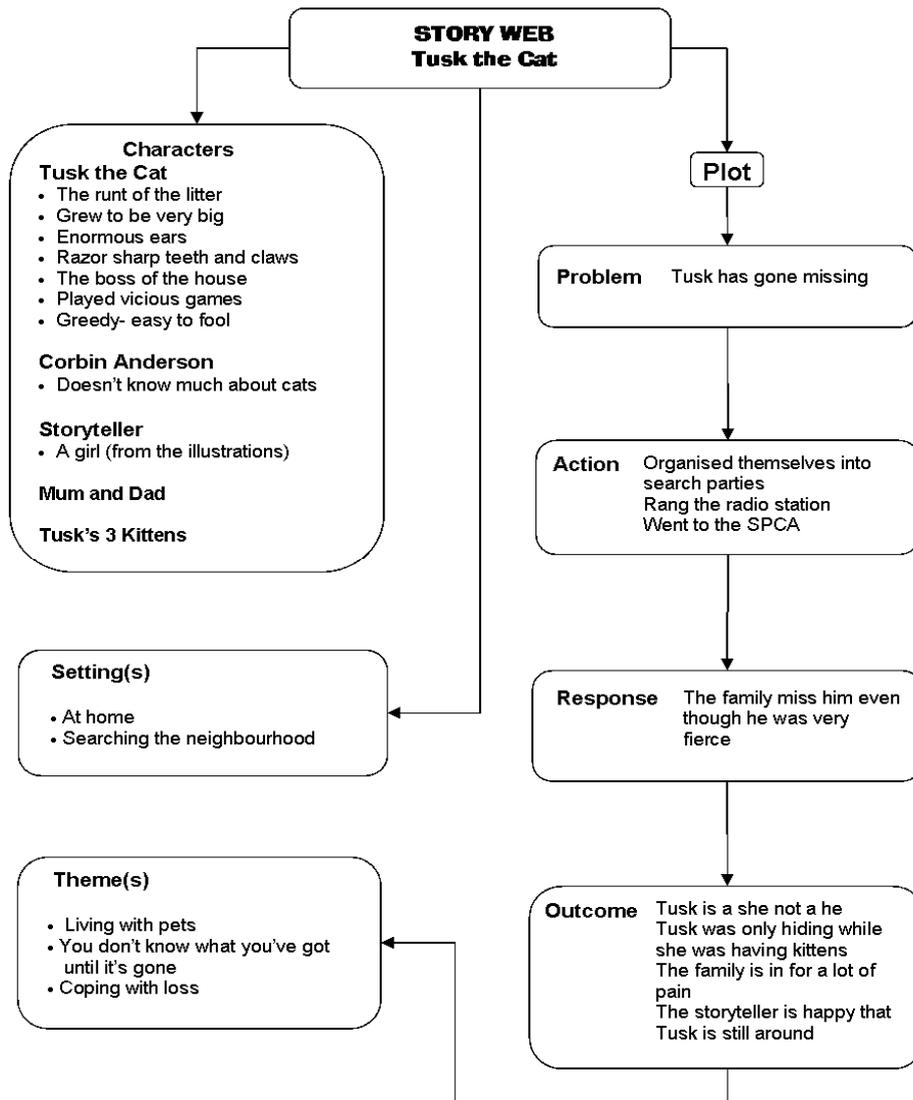
**Post Reading Discussion**

**Story Structure : Review the story web now that the whole story has been read**

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about ? (theme)

**Story Evaluation : What has the author done to try and make this a good story ?**  
[eg. made me laugh, created a real character, described a place well, surprised me with the outcome, used interesting words]

**What do YOU think of this story ? Give it a rating out of 10 and say why ?**



**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

Suggestions for presenting follow up activities which encourage revisiting the text while doing independent work (Bloom's Taxonomy)

A completed story web that can be used as guidelines for the teacher or presented as a model for children

# GUIDED SILENT READING *using narrative text*

## Sample Activity sheet from Book 5

Assign these activities based on ability or needs, allow choice, or set up as a work contract

### TUSK THE CAT

BY K. E. ANDERSON



### Set 3:3 ACTIVITIES

School Journal  
Part 2 Number 2 2002

**Bloom's Level One**  
Locating literal information from the text

#### KNOWLEDGE - What are the facts

- 1. Draw a picture of Tusk labelling all his fierce features.

**Bloom's Level Two**  
Developing inferential comprehension skills

#### COMPREHENSION - Reading between the lines

- 2. How did the storyteller know she had found Tusk ?  
→ 3. Think of another title for the story that tells you more about the problem.

**Bloom's Level Three**  
Using the information from the story in another way

#### APPLICATION - Using what you know from the story

- 4. Make a MISSING poster to put around the neighbourhood advertising your missing cat, Tusk.  
*Remember a poster should have an eye catching title, information, and drawings*

**Bloom's Level Four**  
Identifying the most important event in the story

#### ANALYSIS - Windows into the story

- 5.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

**Bloom's Level Five**  
Creating new solutions to the problems and concepts in the story

#### SYNTHESIS - Coming up with new ideas

- 6. Draw pictures of Tusk's kittens after a few months. Give them names and describe their mean personalities and the strange things they do.  
*Label your drawings or write descriptions to explain your interesting ideas*
- 7. Design some Tusk proof protection for your legs.  
*Label your drawings or write descriptions to explain your interesting ideas*

**Bloom's Level Six**  
Using de Bono's Thinking Hats to identify the advantages and disadvantages of an idea from the story

#### EVALUATION - Sorting out the good from the bad

- 8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having a cat like Tusk as a pet.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

**Bloom's Level Six**  
Developing criteria to be able to critique a story

- 9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1  
This was a great story                      This story was OK                      I didn't like this story

# Set 1:1 LESSON PLAN The Best Way to Eat Spaghetti

RA 7-8 years SJ Part 1 Number 4 2001

By Rachel Hayward

SPECIFIC LEARNING OUTCOMES		Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> <li>Identify features of narrative text structure                             <ul style="list-style-type: none"> <li>characters, setting, problem, response, action, outcome, theme</li> </ul> </li> <li>Identify language features used in narrative text</li> <li>Make valid predictions about plot</li> <li>Justify their ideas from within the text or by inference</li> <li>Demonstrate the use of higher thinking skills (Bloom's Taxonomy) in follow up activities</li> </ul>	<p>Max is having trouble eating spaghetti. All the family make suggestions about how to go about it. In the end Max comes up with his own solution.</p> <p><b>Special Features :</b> Repetitive storyline supports the reader Familiar subject matter and disgusting eating suggestions appeal to the reader Groups of words that suggest sounds and actions "twirl, twiddle, twirl, splish, splash, splosh, gobble, glug, gulp"</p>	
<p><i>Guided Silent Reading strategies - suggestions for the Guided Silent Reading process</i></p>		
<p><i>Prereading Discussion</i></p>	<p>Read out the title and ask for predictions about this story - What clues has the author given us in the title ? - Brainstorm possible characters, setting, problem</p> <p>How do <b>you</b> eat spaghetti ? Why is spaghetti so difficult to eat ?</p>	
<p>SET PURPOSE and READ When you are reading look for ....</p>	<p>RETELL and CLARIFY Making sure we have got the message right</p>	<p>ADD to STORY WEB What new information have we found ?</p>
<p>CHUNK 1 Page 29 <b>READ page 29 and look for information or clues about the setting, characters, and the story problem</b></p> <p><b>Fast finishers</b> Start recording your ideas on a story web</p>	<p>".....It was very frustrating....." <b>What is another word for frustrating ? Show me what it looks like when you are frustrated</b></p> <p>".....Sauce sprayed around the table....." <b>Show me how Dad eats his spaghetti. Why does sauce spray around the table ?</b> [Because Dad twirls it around]</p> <p><b>Do you think this is the best way to eat spaghetti ?</b></p>	<p><b>Setting</b> Probably at home</p> <p><b>Characters</b> Max and Dad - no information about them</p> <p><b>Problem</b> Max is having trouble eating spaghetti</p> <p><b>Response</b> Max is getting very frustrated</p> <p><b>Action</b> Asks Dad to show him the best way to do it Dad demonstrates his method</p>
<p>CHUNK 2 Page 30 <b>What do you think will happen on the next page ?</b></p> <p><b>READ page 30 and see if Dad has solved Max's problem</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>".....and scooped it up with a spoon....." <b>Show me how mum eats spaghetti Why do you think Mum thinks her way is the best ?</b> [Probably because it isn't so messy]</p> <p>".....protested Max's big brother" <b>What is another word for protested ?</b></p> <p>".....like the bathwater going down the plughole.." <b>Show me how Tim eats spaghetti Why does Tim think his way is the best?</b> [Because it's fun] <b>Discuss the simile</b></p>	<p><b>Action</b> Mum suggests a way that isn't so messy Brother Tim suggests a more fun way</p> <p><b>New characters</b> Mum - likes things to tidy and clean Tim - Max's brother - likes things to be fun</p>
<p>CHUNK 3 Page 31 <b>Look at the picture on page 31. What do you think is going to happen next ?</b></p> <p><b>READ page 31</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>".....and shoved it into her mouth.." <b>Show me how baby Emily eats spaghetti Why do you think Emily thinks her way is the best?</b></p> <p>".....Max put his hands over his ears" <b>How is Max feeling about all this ?</b> [Confused - he doesn't look happy]</p>	<p><b>New character</b> Baby Emily - likes to eat with her hands</p> <p><b>Action</b> Baby sister Emily shows her way</p> <p><b>Outcome</b> Max has worked out the answer to his problem</p>
<p>CHUNK 4 Page 32 <b>What do you think Max's answer to the problem will be? What would your answer be?</b></p> <p><b>READ page 32 and find out</b></p>	<p>".....up all his spaghetti in peace" <b>What did Max decide was the best way to eat spaghetti ?</b> [It doesn't matter how you eat it as long as you can eat it in peace]</p>	<p><b>Outcome</b> Max decides that the best way to eat spaghetti is on his own</p>

*Post Reading Discussion*

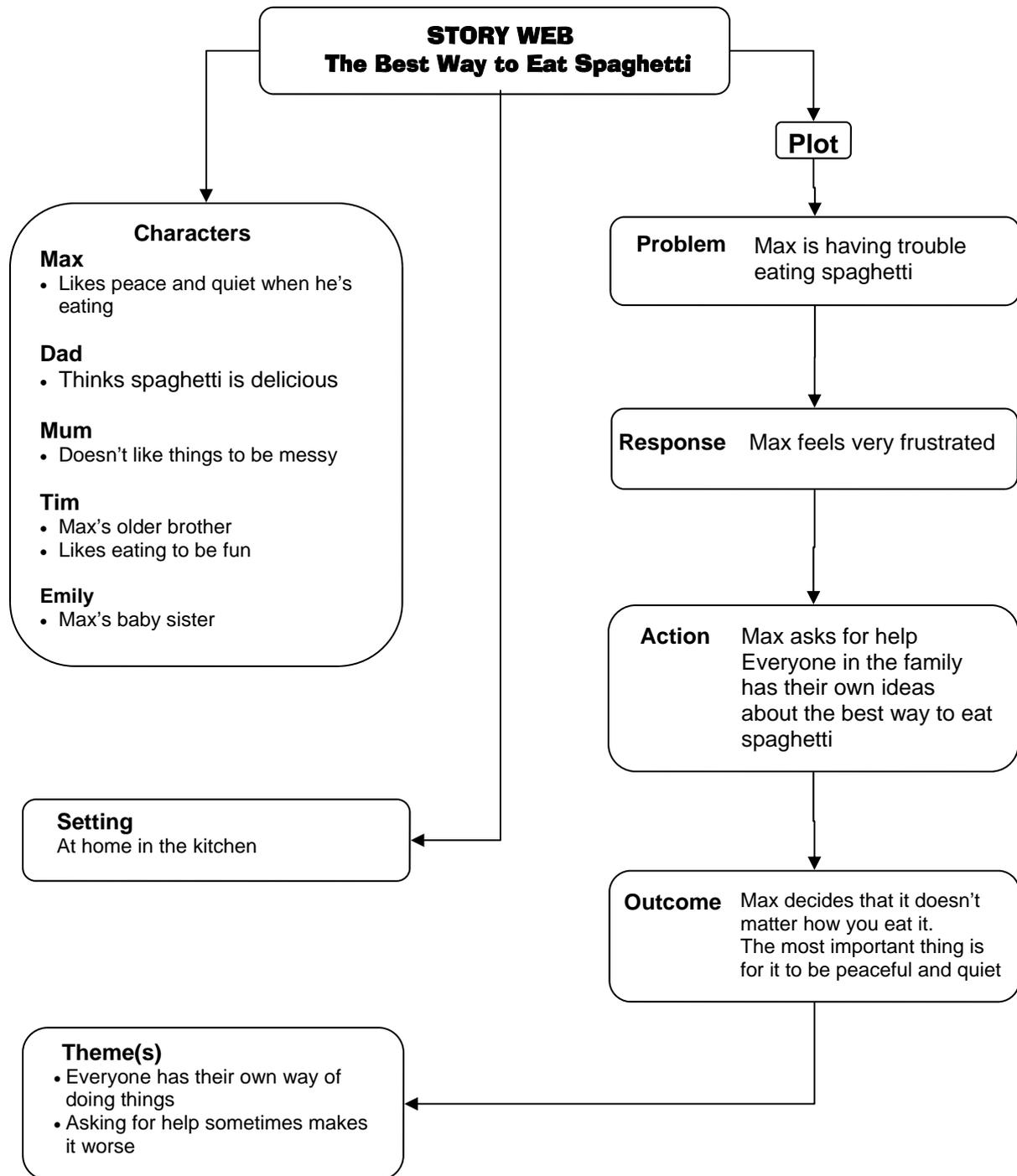
**Story Structure : Review the story web now that the whole story has been read**

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about ? (theme)

**Story Evaluation : What has the author done to try and make this a good story ?**

[Made me laugh, created a real character, described a place well, surprised me with the outcome, used interesting words]

**What do YOU think of this story ? Give it a rating out of 10 and say why ?**



*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 4:4 LESSON PLAN

# Time for a Spell

RA 9½-10½ years SJ Part 2 Number 4 2002

by David Hill

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> <li>Identify features of narrative text structure                     <ul style="list-style-type: none"> <li>characters, setting, problem, response, action, outcome, theme</li> </ul> </li> <li>Identify language features used in narrative text</li> <li>Make valid predictions about plot</li> <li>Justify their ideas from within the text or by inference</li> <li>Demonstrate the use of higher thinking skills (Bloom's Taxonomy) in follow up activities</li> </ul>	<p>Slade keeps getting emails threatening him with an alien invasion. They must be from his friend Tyrone who is always playing these kind of tricks on him but when Tyrone denies it is him Slade starts to wonder.</p> <p><b>Special Features :</b> Science Fiction genre The layout of the text for email messages Humour associated with the misspelt words Requires some inference to understand the ending</p>

*Guided Silent Reading strategies - suggestions for the Guided Silent Reading process*

<i>Prereading Discussion</i>	<p>Read out the title and ask for predictions about this story - What clues has the author given us in the title ? - Brainstorm possible characters, setting, problem</p> <p>Discuss children's experiences with email. Do they use it? What are the dangers / problems associated?</p>
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SET PURPOSE and READ <i>When you are reading look for ....</i>	RETELL and CLARIFY <i>Making sure we have got the message right</i>	ADD to STORY WEB <i>What new information have we found ?</i>
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<p><b>CHUNK 1 Page 8</b> <b>READ page 8 and look for information or clues about the setting, characters, and the story problem</b></p> <p><b>Fast finishers</b> Start recording your ideas on a story web</p>	<p>"....His friend was always playing email tricks..." <b>What is an email trick ?</b> [When someone sends a fake email]</p> <p>".....Get a dictionary!....." <b>What is Slade going on about ?</b> [He is giving his friend Tyrone a hard time about the spelling in the email]</p>	<p><b>Characters</b> Slade - spends a lot of time on his computer Fluffguts - Slade's cat Tyrone - Slade's friend - always plays email tricks on Slade Grark - Captain of the alien battleship - not a very good speller</p> <p><b>Setting</b> At home in front of his computer</p> <p><b>Problem</b> Aliens from the star Sirius are planning an invasion on Earth</p>
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<p><b>CHUNK 2 Page 9</b> <b>What will happen next?</b></p> <p><b>READ page 9 and find out</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>"....He stretched and the itch went away..." <b>Why did Slade's head feel itchy ?</b> [The 'terrible pain' from the Alien Empire]</p> <p>".....something tickled inside Slade's nose..." <b>What made Slade sneeze ?</b> [A 'laser bean' from the Alien Empire]</p>	<p><b>Response</b> Slade thinks it is his friend Tyrone</p> <p><b>Action</b> Ignores the second message Tells him to get a dictionary</p>
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<p><b>CHUNK 3 Pages 10+11</b> <b>Is this email from his friend Tyrone or from a real alien empire?</b></p> <p><b>READ pages 10 and 11 and look for further clues</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>"....A breeze blew and the cloud floated away..." <b>What does this have to do with the story?</b> [This was the demonstration of the Empire's huge power]</p> <p>"..It couldn't really be aliens from another planet.." <b>Were the emails from Tyrone ?</b> [He says they weren't and he was out last night]</p>	<p><b>Response</b> Slade still thinks it is Tyrone sending the emails</p> <p><b>Action</b> Ignores Grark's threats and continues to correct corrects his spelling</p>
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<p><b>CHUNK 4 Page 12+13</b> <b>What will the change of plan be?</b></p> <p><b>READ pages 12 and 13 to find out</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>"....Sure enough a tickle ran through his feet..." <b>What was the tickle?</b> [The Alien Empire's huge electric shock]</p> <p>"....Fluffguts settled down to sleep again..." <b>Slade still thinks this is Tyrone and another one of his tricks.</b> <b>What do you think ?</b> [The tiny piece of metal was all that was left of another very small alien invader]</p>	<p><b>Outcome</b> Grark and his Alien Empire are not that powerful and have to abandon their mission</p> <p>Slade is not convinced</p> <p><b>New Problem</b> Another attack - the invaders from Aldebaran</p> <p><b>Outcome</b> Fluffguts deals with that one</p>
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*Post Reading Discussion*

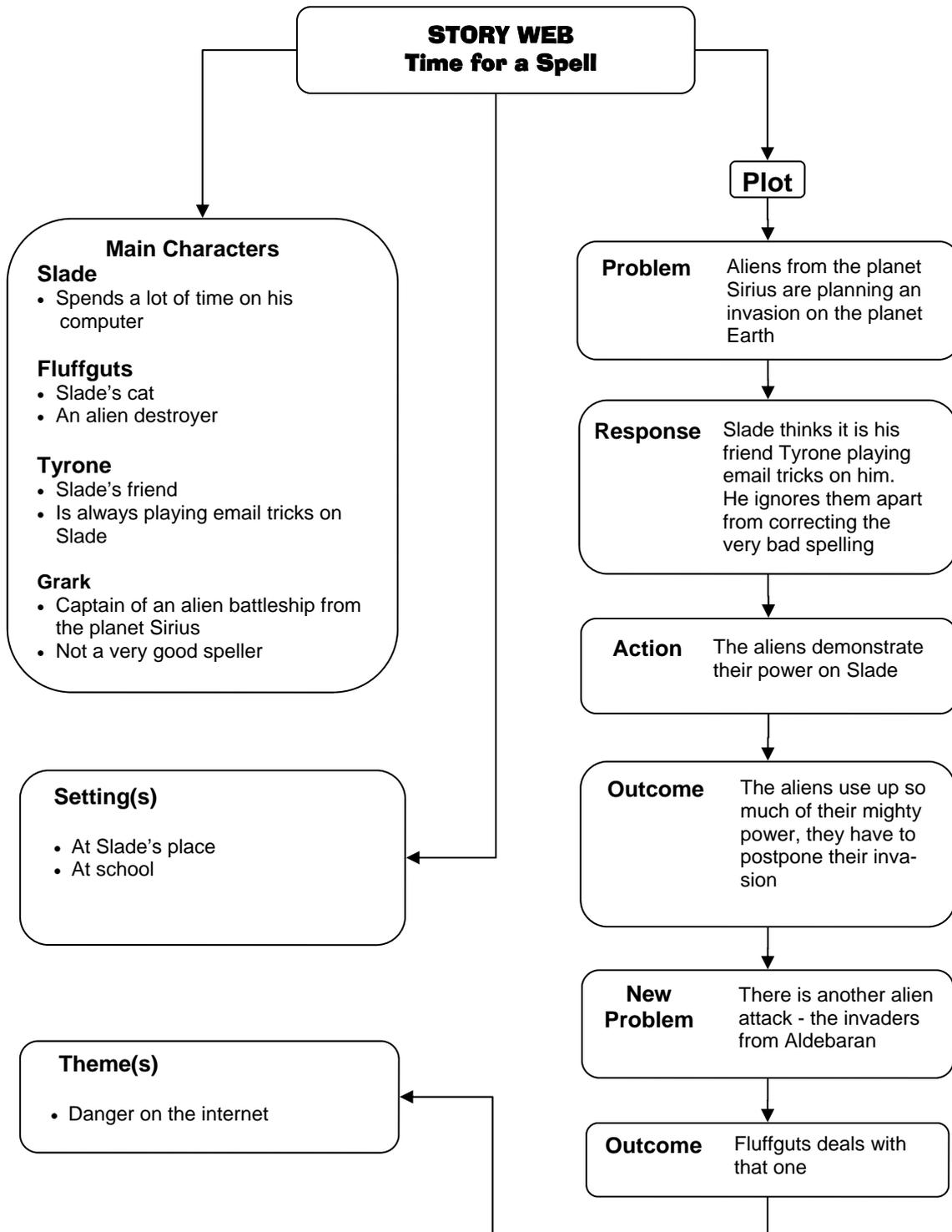
**Story Structure : Review the story web now that the whole story has been read**

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about ? (theme)

**Story Evaluation : What has the author done to try and make this a good story ?**

[Made me laugh, created a real character, described a place well, surprised me with the outcome, used interesting words]

**What do YOU think of this story ? Give it a rating out of 10 and say why ?**



*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

# The Best Way to Eat Spaghetti

by Rachel Hayward



## Set 1:1 ACTIVITIES

School Journal  
Part 1 Number 4 2001

### KNOWLEDGE - What are the facts

1. Make a list of the different ways of eating spaghetti in the story.

### COMPREHENSION - Reading between the lines

2. Why did Max end up eating his spaghetti on his own ?
3. Think of another title that gives you different clues about the story.

### APPLICATION - Using what you know from the story

4. Make a poster to go on the wall of your dining room describing the different ways that you can eat spaghetti.  
*Remember a poster should have a title, some information, and drawings.*
5. Write a poem about eating spaghetti.  
Use some of the 'sound' words in the story like splish, splash, splosh or make up your own.

### ANALYSIS - Windows into the story

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

### SYNTHESIS - Coming up with new ideas

7. Design a new tool or gadget for eating spaghetti. It can be very simple or very complicated.  
*Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATION - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about eating spaghetti.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1  
This was a great story                      This story was OK                      I didn't like this story

# Time for a Spell

by David Hill



## Set 4:4 ACTIVITIES

School Journal  
Part 2 Number 4 2002

### KNOWLEDGE - What are the facts

1. Make a list of the Alien Empire's terrible displays of power.

### COMPREHENSION - Reading between the lines

2. Give 3 reasons why you know this wasn't Tyrone sending emails.
3. Think of another title for the story that tells you more about the problem.

### APPLICATION - Using what you know from the story

4. Make a poster warning the world about the coming invasion of the Alien Empire from the star Sirius. Make sure you include all the information you can find in the story so that everyone knows what to expect.  
*Remember a poster should have an eye catching title, information, and drawings*
5. Write a poem or a rap song about alien invasions.

### ANALYSIS - Windows into the story

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

### SYNTHESIS - Coming up with new ideas

7. Plan an alien invasion. Draw or describe what your aliens look like and the terrible weapons they possess.  
Describe their plan of attack. How will they gain control of Earth.  
*Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATION - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about computers in the home.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1  
This was a great story                      This story was OK                      I didn't like this story