



# Hamster Rampage

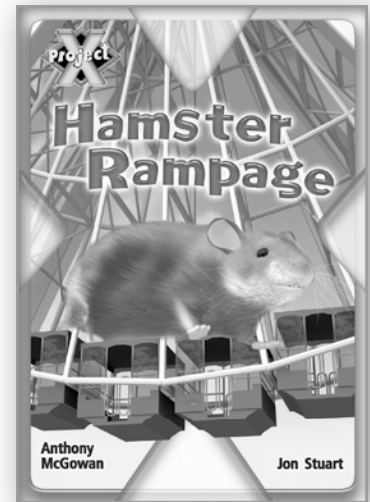
BY ANTHONY MCGOWAN

## About this book

The four friends go to the city for the day and Leo takes his hamster, Pickles, along. After an accident, Pickles grows to an enormous size and causes a lot of trouble!

**Reading Level:** M (Fiction)

**Text Forms:** narrative fiction (chapters), newspaper report



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"><li>flexibly solving unknown words using a range of techniques</li><li>gaining information from longer texts</li><li>reading expressively and fluently</li><li>maintaining interest and meaning while reading a text over a period of days</li></ul>	<ul style="list-style-type: none"><li>recognizing point of view</li><li>inferring</li><li>visualizing</li><li>predicting</li><li>monitoring comprehension</li><li>making connections</li></ul>	<ul style="list-style-type: none"><li>recognizing how the author uses repetition to emphasize a point</li></ul>

## Opening Session (Chapters 1–2)



### Before reading

- Display the front cover. Ask the students to predict what might happen in the story. Read the title of the book and explore student understanding of the word *rampage*. Then read the synopsis on the back cover. Do the students want to change their predictions?
- Turn to pages 2 and 3. What special places might Leo and his friends visit on their trip to the city? Ask the students which attraction they would choose to visit first if they were on this trip.
- Turn to pages 4 and 5. How are the four friends getting to the city? Ask the students if they have ever been on a train. Talk about what a train ride is like. What would they smell, feel, taste, hear, and see?
- Have the students look at page 4 and read the chapter title. Discuss the meaning of *stowaway*. Who might be a stowaway in this story?

### Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



## Journeys/Going Places – Guided/Group Reading Notes



### During reading

- Tell the students they are going to read Chapters 1 and 2 with a partner. Before they begin, review what they might do if they become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables, etc.).
- As they read, ask students to try to imagine themselves as one of the characters. Encourage them to think about how they might be feeling, and what they would see, do, and say.
- Have individual students quietly read a section to you. Observe their developing reading skills.

### Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.



### After reading

- Ask the students to discuss:
  - Who is the stowaway? (**literal recall**)
  - Was it a good idea to bring along Pickles? Why or why not? (**evaluating**)
  - What places did the four friends visit? (**literal recall**)
  - Why did Kat say, "Eeeeeek" (p.8)? (**inferring**)
  - How did the author choose to illustrate Chapter 2? Why? (**author's craft**)
  - How does the story thus far compare with the predictions they initially made? What do they predict might happen in the next few chapters? (**predicting**)

### Assessment Note

Do the students:

- evaluate actions in the story and provide evidence?
- make inferences based on evidence?
- recognize how the author uses different types of visuals to enhance the readers' understanding of the text?

## Independent Reading (Chapters 3–5)

- Direct students to read Chapters 3 to 5 independently or with a partner. Have them pause after Chapter 4 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



### Check-in activity

- Retell Chapter 4 as if the hamster is telling the story. How does Pickles feel?

## Consolidation Session (Chapter 6)



### Before reading

- Be sure to address any misconceptions or gaps revealed through the "Check-in" retells. Why is Pickles terrified?



## Journeys/Going Places – Guided/Group Reading Notes

- Lead a short discussion about the chapters read independently. Include prompts such as:
  - What caused Pickles to grow?
  - Why did they hear “a ripping noise” (p. 18)?
  - How does the author show the reader the various emotions the characters are feeling?
  - Predict what Jet will do with the giant ice cream cone. Do you think it is a good idea?



### During reading

- Have the students read Chapter 6. Remind them to continuously monitor their comprehension and be prepared to summarize the story.
- Have individual students quietly read a section to you.



### After reading

- Have the students orally summarize Chapter 6. (**literal comprehension/main idea**)
- Have the students share how they solved any new words. (**metacognition**)
- Return to page 18 and ask why the author has used the word “sweetly.” Why are the characters speaking in this way? (**inferring, author’s craft**)
- Referring to page 29, ask what Dad means when he says, “We’re not blind, you know!” Is Dad right? (**inferring**)
- Turn to page 31. Have the students talk about why the author included this page and how it adds to the story. (**author’s craft**)

### Additional activities

- **Word Study:** Focus on using the inflection *-ed* to form the past tense. Ask the students to work with a partner and collect all the *-ed* endings they can find in the story. Have them list the word from the text, and also the root (base) word. Work together to look at changes that sometimes happen to a root word when *-ed* is added (e.g., *reply/replied*). Do they see any patterns?
- Have the students:
  - write the story from the point of view of Pickles or Leo’s parents.
  - give an oral presentation or write a recount of a trip they have taken, or a special place they have visited.
  - research hamster food and present an opinion on whether or not Pickles would really like ice cream.

#### Assessment Note

Do the students:

- recall literal details?
- make inferences, deductions, and predictions about the story?

#### Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.

#### Assessment Note

Do the students:

- effectively summarize the chapter?
- make inferences based on evidence?
- recognize how the author uses words and illustrations to provide implied clues?

#### Assessment Note

Do the students:

- identify spelling rules associated with the inflection *-ed*?
- reflect a different character’s perspective in their writing?



# Riding the Waves

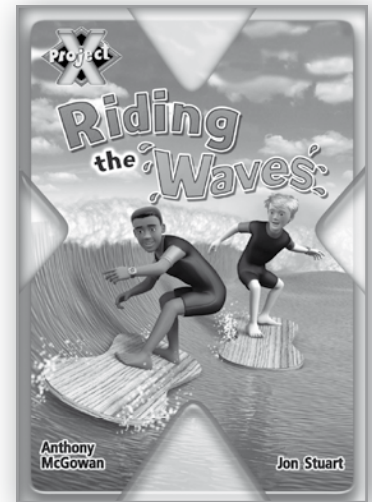
BY ANTHONY MCGOWAN

## About this book

Jet and Max find a clever way to practise for a surfing competition.

**Reading Level:** M (Fiction)

**Text Form:** narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> <li>flexibly solving unknown words using a range of techniques</li> <li>reading expressively and fluently</li> <li>predicting words based on meaning and storyline</li> <li>maintaining interest and meaning while reading a text over a period of days</li> </ul>	<ul style="list-style-type: none"> <li>cross-checking</li> <li>recognizing point of view</li> <li>inferring</li> <li>predicting</li> <li>monitoring comprehension</li> </ul>	<ul style="list-style-type: none"> <li>recognizing how the author uses words to influence reader responses to characters</li> </ul>

## Opening Session (Chapter 1)



### Before reading

- Display the front cover and have the students discuss what they notice. Are the boys full-sized or have they shrunk? How can they tell?
- Ask if anyone has been surfing or ridden on big waves (in the ocean, on boat waves, or in a wave pool). What does it feel like?
- Ask students to think about what could go wrong in a surfing story.
- Have the students look through the pictures in Chapters 1 and 2. Discuss the scenes and ask them to make predictions about what might be happening.
- Before having them read independently, ask students to review what they might do if they become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables, etc.).

### Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



### During reading

- Read aloud pages 4 and 5, and model reading with expression. Ask the students why they think the author repeated the word *argued* several times.



## Journeys/Going Places – Guided/Group Reading Notes

- Read page 6. Model pausing before a new word and predicting the word based on context. (For example: “It’s a nice walk to the \_\_\_\_\_.”) Then cross-check by looking at the letters.
- Have the students finish reading Chapter 1 independently, but have them remain with the group. Provide them with sticky notes to identify new words they predict by using the story’s context.
- Have individual students quietly read a section to you.

### Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.



### After reading

- Ask the students to discuss:
  - What is the relationship between Jet and his brother Toby? (**inferring**)
  - What did Toby do to the other boys’ tent? Why? (**literal recall, inferring**)
- Have the students share words they were able to predict using context, and identify how they cross-checked their predictions. (**metacognition**)

### Assessment Note

Do the students:

- recall literal details?
- make inferences about the story?

## Independent Reading (Chapters 2–4)

- Direct students to read Chapters 2 to 4 independently or with a partner. Ask them to pause after Chapter 3 to complete a brief “Check-in” activity to confirm timely and successful reading of the text.



### Check-in activity

- How does Toby treat Max and Jet? Find and record three words or examples of Toby’s behaviour that are used by the author to show Toby’s interaction with the other boys.
- Responses should be handed in to the teacher for assessment.

## Consolidation Session (Chapter 5)



### Before reading

- Ask students to share their answers to the “Check in” task, which illustrate how Toby treats Max and Jet.
- Lead a short discussion about the chapters read independently. Include prompts such as:
  - Why did Max and Jet have to shrink so much?
  - What do you think of the three main characters in this story? Which of them would you want as a friend?
  - Why is a jellyfish a problem?

### Assessment Note

Do the students make inferences, deductions, and predictions about the story?



## Journeys/Going Places – Guided/Group Reading Notes



### During reading

- Ask the students to read Chapter 5 and, as they do, to think about how each character feels in this chapter. How do they know?
- Have individual students quietly read a section to you.



### After reading

- Have students share any words they needed to solve while reading and explain how they solved these words. (**metacognition**)
- Discuss with the students:
  - Who won the contest? Why? (**literal recall**)
  - Who do you think came in second? (**inferring**)
  - Why did the author write, “even Jet had to cheer” (p. 28)? (**inferring**)
  - What does Jet mean when he says he was helped by jelly and ice cream (p. 32)? (**deducing, inferring**)
  - Read the speech bubble on page 32. Does Toby really mean that he let Jet win? How is Toby feeling? (**inferring, drawing conclusions**)
  - Why did the author make Jet and Toby fight so much? How did this help the story? (**author’s craft**)

### Additional activities

- **Word Study:** Ask the students to make a list of words that describe manners of speaking that can indicate how people feel about each other (e.g., *scoffed*, *sneered*). Use a thesaurus to find more words like this. Prepare a chart listing words that indicate negative feelings and can be used to replace *said*.
- Have the students:
  - write an email from Toby to his best friend describing how he feels about this holiday.
  - write a recount of a personal holiday experience.
  - make a poster to advertise a contest similar to the one in the book.
  - write a postcard from Max and Jet to Kat or Leo. Illustrate the other side of the postcard with a picture they might choose to send.
  - choose a holiday destination and research information about it.
  - look through travel brochures and catalogues to find a family holiday to fit a specific budget.
  - research jellyfish and share the information orally.

### Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.

### Assessment Note

Do the students:

- make inferences based on evidence?
- understand the role of conflict in the narrative?

### Assessment Note

Do the students:

- recognize speech words with negative connotations?
- write clearly and effectively?
- navigate other texts (e.g., travel brochures) effectively?





# Incredible Journeys

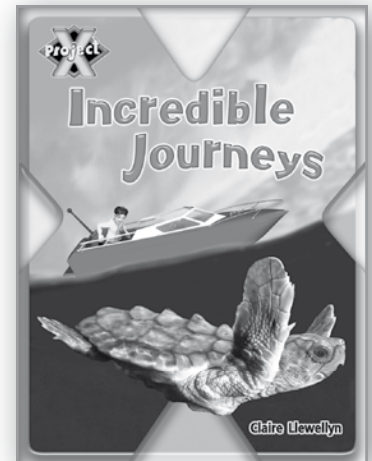
BY CLAIRE LLEWELLYN

## About this book

This non-fiction text explores some of the amazing journeys animals make.

**Reading Level:** M (Non-Fiction)

**Text Forms and Features:** information report, fact boxes, captions, labels, table of contents, glossary, index



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> <li>flexibly solving unknown words using a range of techniques</li> <li>gaining information from longer texts</li> <li>maintaining interest and meaning while reading a text over a period of days</li> <li>using organizational features of non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>summarizing</li> <li>synthesizing</li> <li>monitoring comprehension</li> <li>using text form and pattern to help make meaning</li> <li>determining important information</li> </ul>	<ul style="list-style-type: none"> <li>recognizing how the author uses text boxes to add information in an efficient manner</li> </ul>

## Opening Session (pages 2–9)



### Before reading

- Have the students talk about any journeys they have taken. Explore how long the journeys took and what surprises or challenges may have occurred.
- Discuss the kinds of journeys animals take. Define the word *migration*, and practise reading and saying the word.
- Have students look through the book and decide if it is fiction or non-fiction. What non-fiction features do they see?

### Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



## Journeys/Going Places – Guided/Group Reading Notes



### During reading

- Read pages 2 to 3 aloud to the students. Ask them to point out the different ways the information has been presented, and discuss how this helps the reader understand the content.
- Read page 4 to the students and, as you do, model using chunks/syllables to read the word *navigate*. Tell them this is a new word so you will read on and use the context, or information in the text, to understand the word. Finish the sentence and the speech bubble, then say, *I think I understand the word navigate now. It means “to find your way” on a journey.* Explain that one way to solve a new word is to say the word, then continue reading to learn what it means. If, at the end of the section, you still don’t understand, you will need to try something else.
- Point out that the word *navigate* appears in bold-faced type. What does this style mean? Have students turn to the glossary and confirm the word’s meaning.
- Add “using context” to your anchor chart of ways to solve new words. It is essential to stress that readers do not skip over words; instead, they try reading the word and then think about its meaning.
- Have students read pages 5 to 9 independently, noting places where they use context and/or the glossary to solve word meanings.
- Have individual students quietly read a section to you.

### Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.



### After reading

- Ask the students:
  - Where do swallows go when they migrate? (**literal recall**)
  - How has the information about barn swallows been presented on page 9? Do they find this helpful? (**author’s craft, evaluating**)
- Call attention to pages 8 and 9, and point out the features of an information report: an introduction (may include definitions); a description (important facts); and a conclusion. An information report may also include diagrams, illustrations, captions, labels, etc. (**identifying text forms**)
- Have students answer Kat’s question on page 8. (**personal response**)

### Assessment Note

Do the students:

- recall factual information?
- identify and discuss various organizational features of the text?

### Independent Reading (pages 10–21)

- Have the students read the table of contents and think about what each section might be about. Divide the unread portion of the book between the members of the group, assigning one or two sections to each student (there may be overlap). Exclude pages 22 to 24.
- Have the students read their sections, record any challenging or new vocabulary they need to solve, and note the most important information.





## Journeys/Going Places – Guided/Group Reading Notes

### Consolidation Session



#### Before reading

- Have the students orally summarize their assigned sections, share unfamiliar or challenging vocabulary, and explain how they solved these words.



#### During reading

- Ask students to choose one interesting topic presented by another student, then independently read the corresponding section of the book to learn more about it.
- Have individual students quietly read a section to you.



#### After reading

- Reread section 5, “The Whale’s Voyage,” with the students. Locate the equator on a world map and talk about why the water temperatures change as you move closer or further from the equator. Why is this important for the whales? How does the presence of the equator affect other animals they have read about in this book (e.g., swallows)? (**synthesizing**)
- Have the students check the index and find at least one entry that is connected to the section(s) they read. (**using organizational features of non-fiction**)
- Ask students which text features helped them read the book more effectively. Why? (**metacognition**)
- Turn to pages 22 and 23. Discuss what students see here, making connections to the sections they previously read. Which journey do they find most impressive? Why? (**using organizational features of non-fiction, personal response**)

### Additional activities

- **Word Study:** Write unfamiliar vocabulary and content words on word cards. Include words from the glossary and index, as well as place names, verbs, and other words such as: *upstream*, *spy-hopping*, and *coast*. Have the students sort the words and explain their sorting rules.
- Have students:
  - independently read the sections of the book they have not yet read.
  - figure out how long each of the animal journeys in the book might take.
  - write a story about one animal’s amazing journey.

#### Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.

#### Assessment Note

Do the students:

- synthesize, drawing on a range of information sources?
- use organizational features of non-fiction text to gain meaning?

#### Assessment Note

Do the students:

- create a range of sorting rules?
- effectively apply information to a fictional context?