



A Wild Ride

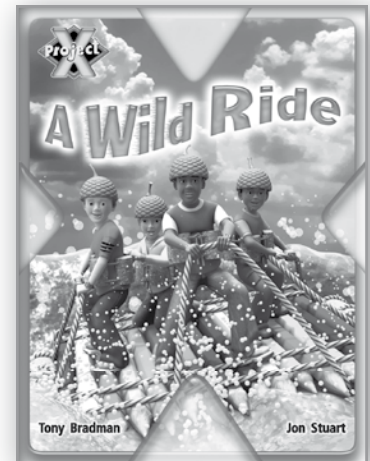
BY TONY BRADMAN

About this book

This is the first of a two-part story. It is a rainy day and the four friends decide to make a raft and float down some stairs. They get into trouble when the raft gets out of control. The story ends in a cliffhanger and continues in *Don't Look Down*.

Reading Level: L (Fiction)

Text Form: narrative fiction



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> maintaining interest and meaning while reading a text over a period of days gaining information from longer texts rereading to confirm, solve words, and improve expression and phrasing 	<ul style="list-style-type: none"> self-monitoring self-correcting visualizing inferring making connections 	<ul style="list-style-type: none"> identifying why an author uses certain words and devices



Before reading

- Display the front cover. Ask the students to predict where the characters are. How can they tell?
- Look at the expressions on the characters' faces. What are they feeling?
- Read the title of the story. Have the students ever been on a "wild ride?" What was it like?



During reading

- Read pages 2 to 5 aloud to the students, deliberately making one or two errors in your reading. Model noting the error, rereading and self-correcting, then continue reading fluently and expressively.
- Remind students that all readers make errors when they read, but when we self-monitor our reading and we notice something doesn't make sense or doesn't look right, we should go back and fix (or self-correct) our errors. Ask the students to use a sticky note to mark one place where they need to self-correct while reading this text.
- Have the students read the entire book independently. While reading, have them record any words related to water or water equipment.
- Listen to each student read one section of the book.

Assessment Note

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

Assessment Note

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



Water – Guided/Group Reading Notes



After reading

- Ask the students to help you fill in a story map and use it to retell the story. (**retelling**)
- Discuss with the students:
 - Who had the idea of building a raft? (**literal recall**)
 - Why did the path look like a river to the friends? (**activating prior knowledge, deducing, inferring**)
 - How is Leo feeling at the end of this book? (**inferring**)
 - What words does the author use to let the reader know when the characters are no longer having fun? (**inferring, author's craft**)
 - Why does the author use italics and capital letters for certain words on page 4? How do these print styles affect the way you read the text? (**author's craft**)
- Read pages 12 to 14 aloud to the students without showing the pictures. Ask them to visualize the story. What do they hear, see, and feel as they listen to you read? (**visualizing**)
- Ask the students to predict what will happen in the next book. (**predicting**)

Additional activities

- **Word Study:** Have the students share the water-related words they found as they read the story. Read the sentences where the words are used and discuss their meaning. Examples: *flowed, splashed* (p. 6); *river* (p. 7); *paddle* (p. 8); *gushed* (p. 11); *rapids* (p.13); *current* (p. 16); *spray* (p. 18). How did the words make the sentences interesting? What other words could have been used in each sentence? Are they as effective?
- Assign a writing task as follows: Imagine the four friends are on another raft. This time they are floating down a quiet river on a warm, sunny day. Write a paragraph that describes what the friends are seeing and experiencing. Use rich, descriptive vocabulary that will allow a reader to visualize the experience. Read the paragraph to a partner. Have your partner draw a picture based on your words. Draw your own picture of what you imagined. Compare your pictures. What is the same? What is different? Why?
- Have the students:
 - reread the story with a partner.
 - write instructions for building a raft using proper procedural format (e.g., in order, using numbers, etc.).
 - investigate floating and sinking. What materials would make a good raft, life jacket, or helmet for micro-sized children? Which materials would not work well? Why?
 - compose a sound picture of the story using musical instruments (e.g., Orff instruments). Have students rehearse and present the composition as someone reads sections of the book.

Assessment Note

Do the students:

- make inferences?
- use text clues and prior knowledge to visualize the story?
- recognize how the author uses print fonts to enhance readers' understanding of the text?

Assessment Note

Do the students:

- identify effective theme words and suggest synonyms?
- write rich descriptions that elicit visualization?
- write an organized and accurate procedure?
- record information gleaned from experimentation?



Don't Look Down

BY TONY BRADMAN

About this book

This is the second part in a two-part story, started in *A Wild Ride*. The four friends have had their raft smashed to bits and Leo is trapped on an island in the middle of a pond. The others rescue him.

Reading Level: L (Fiction)

Text Form: narrative fiction



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> maintaining interest and meaning while reading a text over a period of days gaining information from longer texts rereading to confirm, solve words, and improve expression and phrasing 	<ul style="list-style-type: none"> self-monitoring self-correcting visualizing inferring making connections 	<ul style="list-style-type: none"> identifying why an author uses certain words and devices

Before reading

- Turn to pages 2 and 3 and review what happened in the prequel to this story (*A Wild Ride*). Ask the students to predict what will happen next. How will the friends rescue Leo?
- Draw attention to page 3, where it says that Max, Kat, and Jet jumped from the raft “just in time.” What might have happened if they had stayed on the raft?

During reading

- Read page 4 aloud to the students, using your voice to build tension. Ask the students what the author wants the reader to think has happened to Leo. Then have them take turns reading the page and emphasizing the suspense. How does the illustration help build suspense?
- Read page 5 to the students, deliberately making an error in your reading. Model noting the error, rereading and self-correcting, then continue reading fluently and expressively.
- Remind students that all readers make errors when they read, but when we self-monitor our reading and we notice something doesn't

Assessment Note

Do the students use text preview information to help them make connections to other texts?

Assessment Note

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



Water – Guided/Group Reading Notes

make sense or doesn't look right, we should go back and fix (or self-correct) our errors. Ask the students to use a sticky note to mark one place where they need to self-correct while reading this text.

- Listen to each student read one section of the book.



After reading

- Have the students retell the story using the pictures on page 24. (**retelling**)
- Ask the students to name the kinds of wildlife seen by Leo and Max. (**literal recall**)
- Have the students compare the expressions of the characters on page 5 with those shown on page 4. How does Kat know Leo is OK? (**deducing, inferring**)
- Draw attention to page 13. Why does the word *gulped* make the reader think of the big fish as well as Max? (**visualizing, author's craft**)
- Review the text and illustrations on pages 15 to 17. How do the author and illustrator show that Leo is having a good time when Max finds him? (**inferring, author's craft**)
- What does the reader need to know before reading in order to really understand this text? (**synthesizing, adopting a critical stance**)
- Why is this book called *Don't Look Down*? Does this title work well? What would you call the book if you were the author? Why? (**personal response, adopting a critical stance**)

Additional activities

- **Word Study:** Point out the simile on page 12, "as wide as the ocean." Remind students that similes compare two things using *like* or *as*, and can help us visualize. Why is an ocean a good way to describe the pond in this book? Ask the students to make up similes to describe the micro-copter and the big fish.
- Have the students:
 - reread the story with a partner.
 - imagine they are riding in the micro-copter. Challenge them to list things they might see in the school playground or in the classroom. What could they see from the sky that would be different from what they can see from the ground? Have them draw the playground from a bird's eye view.
 - act out what happens on page 8 (moving like Max). How can visualizing help them know what movements to act out?
 - research dragonflies and present a short oral report about the life of a dragonfly.
 - research some of the pond life that could be found in areas near the school.
 - use Orff instruments to create sound effects to accompany a reading of the micro-copter's journey, with emphasis on the danger points.

Assessment Note

Do the students:

- recall literal details?
- use text clues and prior knowledge to visualize the story?
- recognize how the author uses words and illustrations to enhance readers' understanding of the text?

Assessment Note

Do the students:

- create descriptive similes?
- use dramatic expression to show their understanding of the text?
- demonstrate effective research skills?



Atlantic Adventure

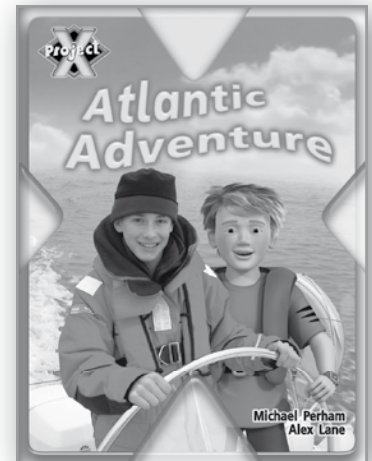
BY MICHAEL PERHAM AND ALEX LANE

About this book

This biography tells the story of Michael Perham, the youngest person to sail across the Atlantic Ocean single-handedly.

Reading Level: L (Non-Fiction)

Text Forms and Features: biography, blog extracts, 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"> maintaining interest and meaning while reading a text over a period of days gaining information from longer texts rereading to confirm, solve words, and improve expression and phrasing 	<ul style="list-style-type: none"> self-monitoring asking and answering questions visualizing using text form and pattern to help make meaning determining important information 	<ul style="list-style-type: none"> identifying why an author uses certain text features

Opening Session (pages 2–9)



Before reading

- Read the title and ask the students what it suggests the book might be about. Will it be fiction or non-fiction? What evidence do they have to support their opinions?
- Read the synopsis on the back cover. Does this support their opinions or change them?
- Look at the contents page, then at pages 2 and 3. Read page 2 aloud and draw attention to the map. Help the students to locate Canada, as well as the beginning and the end of Michael's journey.
- Ask why Kat thinks Michael is brave. Do the students agree?

Assessment Note

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



Water – Guided/Group Reading Notes



During reading

- Review pages 2 and 3. Ask the students to point out the different ways information has been presented. How do they help the reader understand the content?
- Read page 4 to the students. Model self-monitoring and self-correcting, then ask them to read independently to the end of page 7.
- Listen to individual students read short sections.
- Look at pages 8 and 9 together. If possible, use a globe to discuss the route Michael took on his journey. What would he see, feel, taste, and hear on such a trip?

Assessment Note

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



After reading

- Discuss with the students:
 - How old was Michael when he went on his journey? (**literal recall**)
 - How has the information about Michael been presented on page 5? Do they find this helpful? (**author's craft, evaluating**)
- Have the students answer Jet's question on page 8. (**personal response**)
- Draw the students' attention to the author names. If Michael Perham helped write this book, is it an autobiography or a biography? (**evaluating**)

Assessment Note

Do the students:

- recall literal details?
- 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 group members, assigning one or two sections to each student (there may be overlap). Exclude pages 22 and 23.
- Ask the students to read their assigned sections and record any new or challenging vocabulary they need to solve, as well as the most important information. They may also identify one or two interesting facts they would like to share with the group later.

Consolidation Session (pages 22–23)



Before reading

- Have the students orally summarize their assigned sections for the group. They should also point out unfamiliar or challenging vocabulary, explain how they solved these new words, and discuss places in the text where they self-corrected.

Assessment Note

Do the students:

- summarize the important information?
- explain new or challenging vocabulary?



Water – Guided/Group Reading Notes



During reading

- Ask students to choose one interesting section presented by another student and independently read that section to learn more.
- Have each student read the final section of the book (pages 22 – 23).



After reading

- Ask the students to discuss:
 - What happened when Michael arrived in Antigua? (**literal recall**)
 - How would they personally answer Jet’s question on page 23? (**personal response**)
 - How do the pages in this book differ from a narrative (e.g., layout, fact boxes, maps, photographs, bolded glossary words, etc.)? (**using organizational features of non-fiction**)
 - Which text features helped them read the book more effectively? Why? (**metacognition**)
 - Why is the font used for Michael’s blog different from the rest of the text? (**text features, author’s craft**)
- Have the students review pages 10 and 11. What are the most important things Michael took with him? (**determining important information**)
- In pairs, have the students think of questions to ask the rest of the group about the text. (**asking and answering questions**)
- Ask the students to discuss how Michael’s parents might have felt during his six-week trip. (**inferring**)

Additional activities

- **Word Study:** Have the students discuss what a *blog* is for and where they might find one. (You may wish to have the students look up Michael Perham’s current blog.) Use the word *blog* to introduce the students to the concept of a portmanteau word (a new word created by blending two other words). Explain that *blog* is a combination of *web* + *log*. Have the students guess the origins of some other familiar words, such as: *Internet* (international + network); *motel* (motor + hotel); *email* (electronic + mail).
- Have the students:
 - independently read the sections of the book they have not yet read.
 - research Michael Perham’s more recent adventures.
 - write a log or blog about their own imaginary trip across an ocean.
 - research an artist who produces seascapes.
 - design a sailing boat.
 - listen to music that depicts the sea and draw freely while listening.

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:

- explain the features of this biography?
- recognize how they use text features to gain meaning?
- identify important information?
- generate and answer relevant questions?

Assessment Note

Do the students:

- understand the origins of some familiar portmanteau words?
- write log or blog entries using effective organization and word choice?