



The Swarm

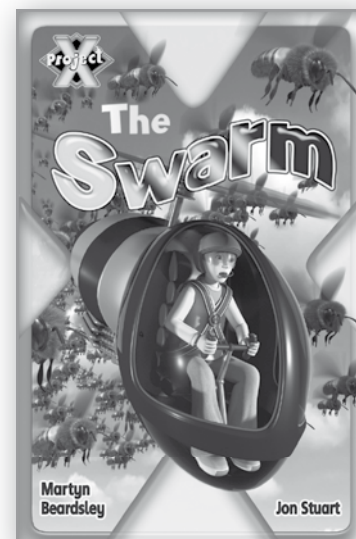
BY MARTYN BEARDSLEY

About this book

Team X travels to the Western Sahara Desert where the Collector is stealing all the bees in the world for his snow globe collection. Team X use their new bee-machines to get close to the bees and save the day.

Reading Level: U (Fiction)

Text Forms: narrative fiction (chapters), memo, profile, map, fact box, newspaper report, note



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> reading silently for a sustained period of time predicting words based on meaning and storyline rereading to confirm, improve expression and phrasing, and solve words identifying the ways texts are structured and language is used for different purposes and audiences 	<ul style="list-style-type: none"> evaluating self-monitoring identifying point of view summarizing synthesizing determining important information 	<ul style="list-style-type: none"> recognizing techniques an author uses to make a story dramatic

Opening Session (Chapter 1)



Before reading

- Discuss the title of the story and read the synopsis on the back cover. Use the villain profile on pages 2 and 3 to review (or introduce) the Collector, and what this character is trying to achieve.
- Read page 11. Ask the students to predict how the Collector might be connected to this newspaper report.



During reading

- Have the students review what they might do if they get stuck on a word or sentence. Model predicting words based on meaning and storyline, then rereading the sentence or section to confirm.

Assessment Note

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



Endangered – Guided/Group Reading Notes

- Ask the students to read to the end of Chapter 1 while still in their group setting. Have them take notice of how the author emphasizes words and ideas.
- Remind the students to monitor their reading and confirm comprehension at both the word level and the text level.
- Have each student quietly read a section to you.



After reading

- Discuss the first chapter using prompts such as:
 - What have the Team X friends learned in this chapter? (**literal recall**)
 - What ideas do you think the four friends might have about why the bees are vanishing? (**inferring**)
 - What technique does the author use in the first paragraph to convince the reader that Rita Motherwell is an expert on bees? (**author's craft**)
 - How did Rita feel at the point when she lifted her veil? (**deducing, inferring**)
- Have the students summarize the first chapter. (**summarizing**)

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:

- recall literal details?
- make inferences using appropriate clues?
- identify the technique used to show Rita's expertise?
- summarize the chapters effectively?

Independent Reading (Chapters 2–5)

- Look at the title of Chapter 2. Have the students predict what the "breakthrough" might be.
- Direct students to read Chapters 2 to 5 independently. As they read, have them use sticky notes to record any new or unfamiliar words. Remind them to stop and take action if they do not understand the text.
- Have the students pause after Chapter 4 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Write a list of the different ways the author has presented information in Chapters 2 to 4. Include the page number where each text form appears.
- The lists should be handed in to the teacher for assessment.

Consolidation Session (Chapter 6)



Before reading

- Have the students compare their "Check-in" lists with others in the group. Discuss the effectiveness of the author's format choices.



Endangered – Guided/Group Reading Notes

- Ask the students which character has become an expert on bees. Does this surprise them? Who did they expect might become the expert? Why?
- Have the students reread the dialogue between the characters at the beginning of Chapter 3. What do they notice about the sentence lengths? How does this technique help build suspense?
- Have the students share the new or unfamiliar words they encountered while reading independently. What action did they take to ensure understanding?



During reading

- Ask the students to read Chapter 6 (to the end of page 47). As they read, ask them to continue thinking about how they solve words and monitor comprehension.
- Have each student quietly read a section to you.



After reading

- Discuss with the students:
 - How did Max stop the X-bot guard that was following him? (**literal recall**)
 - What has been left out of this text that they would have liked to see included? (**personal response, adopting a critical stance**)
- Have the students work in pairs to make notes on the main points of the story. Have them use these points to prepare an oral summary of the story in the style of a newscast. (**determining importance, summarizing**)
- Draw attention to the picture and the heading on page 46: “Location: The Collector’s Hideout...” Have the students rewrite or retell this chapter from the Collector’s point of view. (**recognizing point of view**)

Additional activities

- **Word Study:** Write the word *concentrate*. Point out that this word was used at a tense and critical point in the text (p. 34). Model using a thesaurus to find a synonym for the word (e.g., *think*). Substitute the synonym into Max’s sentence on page 34. Is *think* as strong as *concentrate*? Which is the better word choice in this context? Why?
- Have the students:
 - write an email to Charles Sting to inform him of the outcome of the adventure.
 - research and write a non-fiction report about the life-cycle of a bee, including information about the waggle dance. Remind them to use a range of text features.
 - plan a waggle dance of their own and have others guess its intended message.
 - research the real-life issue of vanishing bees and the impact on our world. Have them prepare an oral presentation using visual aids.

Assessment Note

Do the students:

- synthesize information and recognize a change in character roles?
- identify techniques used by the author to build tension and suspense?

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:

- offer reasoned personal responses?
- identify important information?
- present the story from a new point of view?

Assessment Note

Do the students:

- evaluate the effectiveness of various synonyms in a specific context?
- write an organized information report that uses a range of text features?
- support their oral presentation with effective visual aids?



Piranha!

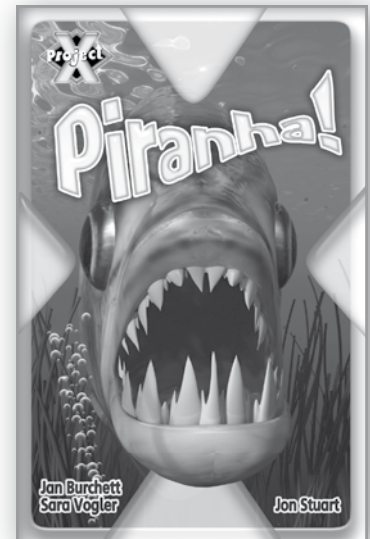
BY JAN BURCHETT AND SARA VOGLER

About this book

Team X investigates a worrying drop in the presence of tambaqui fish in the Amazon rainforest. They discover that famous celebrity chef, Mortimer Scoffer, is behind the problem.

Reading Level: U (Fiction)

Text Forms: narrative fiction (chapters), memo, TV newscast, fact box, information report, menu, restaurant review



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> reading silently for a sustained period of time applying understanding of punctuation predicting words based on meaning and storyline rereading to confirm, improve expression and phrasing, and solve words identifying the ways texts are structured and language is used for different purposes and audiences 	<ul style="list-style-type: none"> evaluating self-monitoring identifying point of view summarizing synthesizing determining important information 	<ul style="list-style-type: none"> recognizing techniques an author uses to make the story dramatic or funny

Opening Session (Chapters 1–2)



Before reading

- Look at the front cover. Have the students share ideas and observations.
- View and read pages 4 and 5. What do the students know about the Amazon rainforest? What “human activity” is threatening the area?
- View the opening frame of the TV news report on page 3. Ask the students to predict how this chef might be linked to the Amazon rainforest.
- Review ways to monitor comprehension and solve new words. Remind students to stop and take action if they do not understand the text.

Assessment Note

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



Endangered – Guided/Group Reading Notes



During reading

- Direct the students to read Chapters 1 and 2. Ask them to use sticky notes to record any new or unusual words they encounter.
- Have each student quietly read a section to you.



After reading

- Ask the students to explain the strategies they used to read the word *tambaqui*. What did the authors include on page 8 to help the reader pronounce this word correctly? (**word solving, using text features**)
- Discuss with the students:
 - Using the information on page 8 and their knowledge about piranha, what possible conclusions can they draw about the problem with tambaqui fish in this story? (**deducing, inferring, drawing conclusions**)
 - What kind of vehicle is the Green Dart? (**literal recall**)
 - What does *amphibious* mean? How can they confirm the meaning? (**deducing, self-monitoring**)
 - What strategies did they use before and while reading to gain meaning? (**metacognition**)
- Review the opening dialogue between the four friends on page 6. Ask the students what they notice about Kat's and Jet's response to Max when he asks if the chef is the one who "uses all the weird ingredients." Why did the authors have both characters respond with the same word? How are the responses different? Have the students discuss how one word can have different meanings. (**author's craft, inferring, drawing conclusions**)
- Discuss how the authors use the characters' dialogue to build drama. (**author's craft**)

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:

- use the organizational features of non-fiction texts to solve words?
- make inferences based on evidence?
- describe strategies they use before and while reading to gain meaning?
- recognize how the authors develop drama through dialogue and word choice?

Independent Reading (Chapters 3–5)

- Ask the students to read Chapters 3 to 5. Remind them to monitor comprehension and take note of how they solve new or unusual words. As they read, ask them to think about how Jet's perception of the chef changes.
- Have the students pause after Chapter 4 and complete a brief "Check-in" activity to confirm timely and successful reading.



Check-in activity

- Why does the menu say "No vegetarians allowed" (p. 25)? Explain your answer in a short paragraph.
- Responses should be handed in to the teacher for assessment.



Endangered – Guided/Group Reading Notes

Consolidation Session (Chapter 6)



Before reading

- Briefly review the chapters read independently:
 - Why is this “the greatest night” of Mortimer Scoffer’s life?
 - What does Harriet Spatula hate? How might this have an impact on the story?



During reading

- Ask the students to read Chapter 6. As they read, ask them to think about their personal feelings about the story.
- Have each student quietly read a section to you.



After reading

- Discuss with the students:
 - What impact will Harriet Spatula’s review have on the chef? (**deducing, inferring, drawing conclusions**)
 - Did Mortimer Scoffer experience fair consequences for his actions? (**evaluating, adopting a critical stance**)
 - Would they want to work in Scoffer’s kitchen? Have them use examples from the text to support their opinions. (**personal response, adopting a critical stance**)
 - What is your interpretation of the authors’ message or intent in writing this story? (**adopting a critical stance**)
 - With whom do you think the authors want us to identify or sympathize? (**evaluating, adopting a critical stance**)
 - Why did the authors write, “No piranha were hurt during the making of this book!” (p. 45). Why is this funny? (**personal response, inferring**)

Additional activities

- **Word Study:** Review the definition of noun with the students. Have them select one page and create a chart of all the nouns they find. Instruct them to sort the nouns by person, place, and thing, and to pay particular attention to which nouns begin with an upper case letter. When is an upper case letter necessary? Introduce or review the term *proper noun*.
- Have the students:
 - research additional information about piranha and tambaqui, and make a Venn diagram to compare and contrast the two fish.
 - write a food critic review of a restaurant they have visited (using page 46 as a model).
 - design a recipe using unusual ingredients.

Assessment Note

Do the students make inferences and draw conclusions based on evidence?

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:

- offer reasoned opinions about the text?
- make inferences and draw conclusions based on evidence?
- identify how the authors’ choices affect the reader?

Assessment Note

Do the students:

- identify and classify nouns, and use capitalization for proper nouns?
- write clearly and effectively?



The Amazon

BY DEBORAH CHANCELLOR

About this book

This non-fiction text explores the variety of life in the Amazon rainforest and how it is affected by human activity.

Reading Level: U (Non-Fiction)

Text Forms and Features: non-chronological reports, fact boxes, email, maps, news reports, discussion texts, glossary, index, quiz, graphs, photographs, labels, captions



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> reading silently for a sustained period of time applying understanding of punctuation predicting words based on meaning and storyline rereading to confirm, improve expression and phrasing, and solve words identifying the ways texts are structured and language is used for different purposes and audiences 	<ul style="list-style-type: none"> evaluating self-monitoring identifying point of view summarizing synthesizing determining important information identifying main idea of text 	<ul style="list-style-type: none"> recognizing how the author uses different text features according to purpose and audience

Opening Session (pages 2-7)



Before reading

- Look at the front cover and discuss the title. Talk about what the students already know about the Amazon rainforest. Begin to fill in a K-W-L chart.
- Read pages 2 and 3 to the students and ensure they understand what the Amazon rainforest is, where it is located, and why it is special.
- Review ways the students can monitor comprehension and solve new words. Remind them that they must stop and take action if they do not understand the text.

Assessment Note

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



Endangered – Guided/Group Reading Notes



During reading

- Have the students reread pages 2 and 3, and continue reading to the end of page 7. Have them use sticky notes to mark words that are new, interesting, or puzzling.
- Listen to individual students read short sections.



After reading

- Turn to pages 2 and 3 to examine the features of a non-chronological text. It has an opening statement, often general, which may be followed by more specific information. Information about the subject is grouped together logically in paragraphs. Specific examples are often included. **(text forms, author's craft)**
- Work together to create a template for writing a non-chronological report. **(text forms, author's craft)**
- Ask the students to explain the meaning of *ecosystem*. **(recall, determining importance)**
- Have the students:
 - summarize the first seven pages. **(summarizing)**
 - share the interesting or puzzling words they recorded while reading. **(building vocabulary)**
 - discuss the comprehension strategies they used while reading. **(metacognition)**
- Add to the K-W-L chart based on what has been read so far. **(summarizing, asking and answering questions)**

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:

- understand the features of a non-chronological report?
- recall and summarize factual information?
- articulate strategies they use to gain meaning while reading?

Independent Reading (pages 8–21)

- Assign each student a different section from pages 8 to 21. Ask them to read their assigned section independently. They should be prepared to report to the group two or three of the facts they find most interesting and explain why.

Consolidation Session (pages 22–29)



Before reading

- Have the students share some of the facts that interested them in their assigned reading. **(literal recall)**
- Add to the K-W-L chart. **(summarizing, asking and answering questions)**
- Look briefly at the balanced argument on page 14. Discuss the features of a balanced argument: statement of the issue; supporting evidence; arguments for and against with supporting examples. When would the students use this text form? **(text forms, author's craft)**

Assessment Note

Do the students:

- recall specific facts?
- identify the features of a specific text type and how it relates to the audience and purpose?



Endangered – Guided/Group Reading Notes



During reading

- Ask the students to read pages 22 to 29. As they read, they should think about whether or not they agree with the text. Ask them to try to identify the author's point of view.
- Listen to individual students read short sections.



After reading

- Have each student give a brief oral summary of what was read. (**recall, summarizing, determining important information**)
- Add more information to the K-W-L chart. (**summarizing, asking and answering questions**)
- Ask the students to share their thoughts about the author's point of view. For example, is she *for* ecotourism or *against* it? What information helps them determine this? (**personal response, adopting a critical stance, considering point of view**)
- Discuss with the students:
 - How do they feel about the issues surrounding the Amazon rainforest? (**personal response, adopting a critical stance**)
 - How do they feel about this book? Did they like the subject matter? How well was it presented? (**evaluating, personal response**)
 - Is the text fair? Does it present a balanced view of the topic? (**adopting a critical stance, evaluating**)
- How should the rainforest be used? Have the students debate this topic using specific references from the book to back up their arguments. (**summarizing, adopting a critical stance**)

Additional activities

- **Word Study:** Have each student choose one page from the text. Using a three-column chart, ask them to list all the nouns, adjectives, and verbs they find on that page.
- Have the students:
 - work with a partner to complete the quiz on page 30.
 - research one of the endangered animals on pages 18 to 21 and write a non-chronological report about it.
 - write a story about someone having an adventure in the Amazon.
 - use Google Earth™ to explore the Amazon.
 - create a board game with an Amazon theme.
 - research artists who have portrayed rainforests in their work. Whose work is the most appealing?
 - write an editorial or other persuasive text to argue whether or not uncontacted tribes should be left alone.
 - research an unanswered question from the K-W-L chart.

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:

- recognize the points of view of others?
- offer supporting evidence for their own point of view?
- infer and synthesize using information from the text and other information?

Assessment Note

Do the students:

- identify nouns, adjectives, and verbs in the text?
- write an organized and effective non-chronological report?
- demonstrate an understanding of the issues surrounding the Amazon rainforest?