



The Lost City

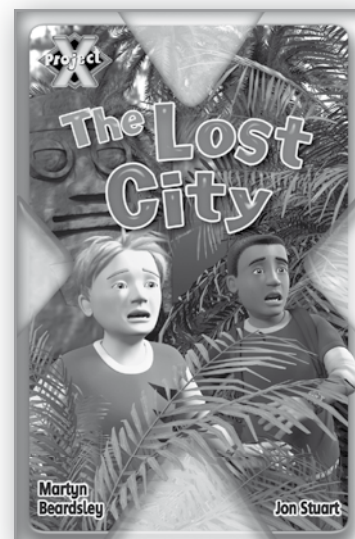
BY MARTYN BEARDSLEY

About this book

Team X set off to an unexplored jungle in Peru. They are in search of the Lost City of Ambatchi in order to foil the nefarious plans of Clyde Katch.

Reading Level: W (Fiction)

Text Forms: narrative fiction (chapters), email, fact files, news report



| Reading Skills and Techniques | Related Comprehension Strategies | Author's Craft |
|---|--|---|
| <ul style="list-style-type: none"> reading silently for a sustained period of time flexibly using a range of techniques to solve words quickly and automatically adjusting rate flexibly rereading to confirm, improve expression and phrasing, and solve words | <ul style="list-style-type: none"> evaluating visualizing identifying point of view identifying omissions and bias explaining strategies that are helpful before, during, and after reading | <ul style="list-style-type: none"> recognizing how an author can use the same word to express different meanings in different contexts |

Opening Session (Chapters 1–3)



Before reading

- Discuss the book's title, *The Lost City*. How can a city be lost? How old might it be?
- Look at the map on pages 4 and 5 without reading the text box. Use atlases or a globe to locate Peru and Lima. How close is it to the equator? What kind of vegetation can the students predict will cover at least part of Peru? Check their predictions by reading the text information. Does the jungle explain how a city could be lost?
- Read page 3. Have the students predict what Clyde Katch might be doing in the Peruvian jungle. How will Team X be involved?

Assessment Note

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



During reading

- Read aloud the opening paragraph on page 6. Ask the students to visualize the scene you have just described. Have them sketch their ideas and add words to explain sounds, scents, and emotions evoked



Extreme – Guided/Group Reading Notes

by the text. Discuss the drawings and ideas before having the students read independently.

- Ask the students to read Chapters 1 to 3, visualizing as they read. Have them use sticky notes to record specific words or phrases that make their mental images come alive.
- Remind the students to monitor their own comprehension and to stop and employ fix-up strategies if they do not understand the text.
- Have each student 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

- Discuss with the students:
 - Where have the Team X friends been sent? (**literal recall**)
 - What did the news report say that Clyde Katch was doing? Why is Dani worried? (**literal recall, deducing, inferring**)
 - Why do the Team X friends have to check their watches so carefully? (**deducing, inferring, drawing conclusions**)
 - Why is Leo worried about the route they are taking (p. 19)? (**inferring**)
- Ask the students to share the words they have noted in the first three chapters that help elicit vivid mental images. (**developing vocabulary, visualizing**)
- Have the students act out the action in Chapter 3 and create a tableau of the closing scene. How does each character feel at that moment? (**visualizing, inferring, adopting a critical stance**)

Assessment Note

Do the students:

- recall literal details?
- make inferences using appropriate clues?
- explain their visualizations?
- depict action and characters' feelings dramatically?

Independent Reading (Chapters 4–5)

- Have the students think about Jet's closing question on page 19, then direct them to read Chapters 4 and 5 independently. Have them note words or phrases that help them visualize the story and infer how the characters are feeling.
- 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 brief description of the three traps encountered by Team X in Chapter 4. Make notes about how each member of Team X reacted to the situations.
- Descriptions should be handed in to the teacher for assessment.



Extreme – Guided/Group Reading Notes

Consolidation Session (Chapter 6–7)



Before reading

- Review the events of the story thus far, including the students' responses to the "Check-in" activity. Did the reactions of the four friends fit with what the students know about the characters from other Project X books?
- Have the students predict what will happen next.



During reading

- Ask the students to read Chapters 6 and 7. Stress the importance of comprehension and remind them to stop and use fix-up strategies if needed.
- Have each student quietly read a section to you.



After reading

- Discuss the concluding chapters with the students:
 - Why did Katch get lost? (**literal recall, inferring**)
 - Why does Katch's company want to build an amusement park in the hidden city of Ambatchi? Why wouldn't they build it closer to a large city? (**deducing, drawing conclusions**)
 - If the people of Ambatchi have never had contact with people outside their hidden city, would they likely understand what Katch tells them about theme parks or land contracts? (**analyzing, drawing conclusions, synthesizing**)
- Have the students create a 12-frame storyboard to summarize the last two chapters. (**summarizing, determining importance, visualizing**)

Additional activities

- **Word Study:** Draw the students' attention to page 12. Read the phrases "good at covering their tracks" and "not so good at hiding their *real* tracks." Ask the students to discuss how the same word can have a figurative meaning in one context and a literal meaning when used in a different context. Point out how the author has linked the two meanings of "tracks" in this dialogue. Have the students work in pairs to think of other words or phrases that can convey different meanings in different contexts.
- Have the students:
 - draw pictures of buildings one might see in Ambatchi.
 - research the Inca site of Machu Picchu or the Legend of Paititi. What do they believe about these cities?
 - use Google Earth™ to explore the areas surrounding Lima, Peru.

Assessment Note

Do the students:

- recall literal details?
- make reasonable predictions?

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?
- draw reasoned conclusions?
- summarize the story effectively, including all important information?

Assessment Note

Do the students:

- explain how words can have multiple meanings?
- research lost cities in Peru and the legends and stories that surround them?



Volcano!

BY JAN BURCHETT AND SARA VOGLER

About this book

The Collector plans to steal Mount Vesuvius. Team X is sent to stop him and prevent the death of millions of people. But to accomplish their mission, the four friends have to defeat the Collector's newest X-bot fighter.

Reading Level: W (Fiction)

Text Forms: narrative fiction (chapters), email, character profile, fact files, map, labelled diagram, report



| Reading Skills and Techniques | Related Comprehension Strategies | Author's Craft |
|--|--|--|
| <ul style="list-style-type: none"> reading silently for a sustained period of time flexibly using a range of techniques to solve words quickly and automatically rereading to confirm, improve expression and phrasing, and solve words adjusting rate | <ul style="list-style-type: none"> evaluating visualizing identifying point of view identifying omissions and bias explaining strategies that are helpful before, during, and after reading | <ul style="list-style-type: none"> recognizing how an author can use different word meanings to create impact |

Opening Session (Chapters 1–2)



Before reading

- Read the book title and discuss what students know about volcanoes.
- Look at pages 2 to 5 together. Where is the story going to take place? Review or introduce the Collector using the villain profile on page 3. Ask the students to predict what he will be up to in this book. What might happen if the Collector steals a volcano?
- Review ways to monitor comprehension. Remind the students they must stop and take action if they do not understand the text. Review what they are to do if they get stuck on a word or sentence.

Assessment Note

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



During reading

- Have the students read Chapters 1 and 2. Ask them use a sticky note



Extreme – Guided/Group Reading Notes

to record any unusual or interesting words that help them visualize the story.

- Have each student quietly read a section to you.



After reading

- Discuss the opening chapters with the students:
 - What was inside the snow globe? (**literal recall**)
 - What was the date on the snow globe? What is significant about this date? (**literal recall**)
 - What makes pages 14 and 15 different from the rest of the text? Why did the authors include this information? (**recognizing text forms, author's craft**)
 - Why did the authors decide to write a story around the theme of volcanoes? (**drawing conclusions, inferring, synthesizing**)
- Have the students talk about what they know about Italy today. What would happen if Mount Vesuvius erupted? (**deducing, inferring, drawing conclusions**)
- Have the students share and discuss the unusual or interesting words they recorded while reading. How did these words help them visualize the story? (**vocabulary development, visualizing**)
- Ask the students to describe strategies they used to monitor comprehension and solve words. (**metacognition**)

Assessment Note

Listen to individual students read aloud and make notes on their approaches to solving new words and their reading fluency.

Assessment Note

Do the students:

- recall literal details?
- make inferences based on evidence?
- identify language that helps them visualize?
- describe strategies they use to monitor comprehension and solve words?

Independent Reading (Chapters 3–6)

- Ask the students to read Chapters 3 to 6. As they read, have them look for words and phrases that are used in unusual or different ways.
- Have the students pause after Chapter 5 and complete a brief “Check-in” activity to confirm timely and successful reading.



Check-in activity

- Reread page 29. Describe the Master-bot in your own words so that a reader can visualize it. Help the reader see, hear, and feel the Master-bot. After writing your description, list key phrases from the text that helped you visualize the Master-bot.
- Descriptions should be handed in to the teacher for assessment.

Consolidation Session (Chapters 7–8)



Before reading

- Have the students read their Master-bot descriptions to the group. Do they notice the same words used in many of the descriptions?

Assessment Note

Do the students:

- use descriptive language to describe the X-bot?
- share personal responses and support them with reasons?



Extreme – Guided/Group Reading Notes

- Read pages 45 and 46 aloud. Model the excitement and tension in the story, using different voices for each character. Make their feelings clear. Ask the students what techniques you used to help bring the story alive.



During reading

- In pairs, have the students read pages 45 and 46 to one another, reading one page each. Remind them to use their voices to show the actions and emotions more clearly.
- Ask the students to read Chapters 7 and 8 independently. As they read, ask them to reflect on their personal responses to the whole story.
- Have each student quietly read a section to you.



After reading

- Ask students to share their thoughts on the story. What did they especially like or dislike? (**personal response, adopting a critical stance**)
- Discuss with the students:
 - What special new tool did Dani add to Hawkwing? (**literal recall**)
 - Who pulled the lever to engage the magma shield? Why? (**literal recall**)
 - What did Max mean when he said, “I got us into this mess.” (p. 46)? Do you agree? (**inferring, drawing conclusions**)
 - Is this text fair? Does it treat all the characters fairly? (**evaluating, adopting a critical stance**)
 - How do the authors build excitement in Chapter 7? (**evaluating, adopting a critical stance, author’s craft**)
 - What are the main themes and ideas in this book? (**personal response, adopting a critical stance, identifying main idea**)
- Follow the Collector through the book and identify the emotions he is feeling each time he is shown. (**deducing, inferring, drawing conclusions**)

Additional activities

- **Word Study:** Ask the students to locate the phrase “hot on their tail” (p. 35). Discuss the usual meaning of the word *hot* and how its meaning is different in this case. How does this new meaning add impact to the story? Challenge them to find other examples in the book where the conventional meaning of a word or phrase has been changed.
- Have the students:
 - work in pairs to rewrite Chapter 7 as a play script, then find friends to help present it as a Reader’s Theatre.
 - plan a holiday to Pompeii and create a brochure or TV ad to encourage tourists to visit.
 - use Google Earth™ to explore the area around Mount Vesuvius.
 - research and report how Roman numerals are used today.

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:

- express opinions about the text and back them up with reasons?
- make inferences and draw conclusions based on evidence?
- explain how the author makes the story dramatic?
- identify the story’s main ideas and key themes?

Assessment Note

Do the students:

- identify how the use of unconventional word meanings can add to the story?
- write and perform a clear and effective play script?
- research and present information effectively?



Survival Handbook

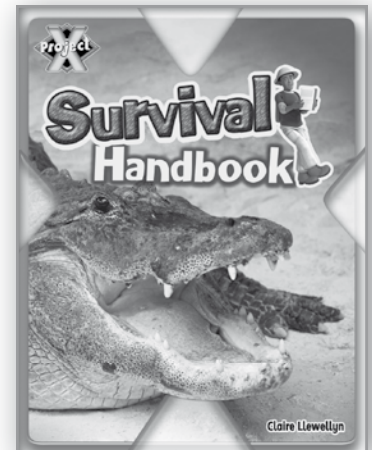
BY CLAIRE LLEWELLYN

About this book

This survival handbook provides advice on what to do in different dangerous and extreme environments.

Reading Level: W (Non-Fiction)

Text Forms and Features: non-chronological report, explanation, procedure, maps, chart, captions, fact boxes, labels, photographs, quiz, table of contents, glossary, index



| Reading Skills and Techniques | Related Comprehension Strategies | Author's Craft |
|--|--|---|
| <ul style="list-style-type: none"> reading silently for a sustained period of time flexibly using a range of techniques to solve words quickly and automatically rereading to confirm, improve expression and phrasing, and solve words adjusting rate | <ul style="list-style-type: none"> evaluating asking and answering questions explaining strategies that are helpful before, during, and after reading determining important information evaluating the credibility of a text source | <ul style="list-style-type: none"> recognizing how authors can use more than one text form to present information according to purpose |

Opening Session (pages 2-9)



Before reading

- Look at the book cover and discuss what the students observe. Focus on the title, *Survival Handbook*. What is the purpose of a handbook?
- Discuss the students' understanding of "extreme" conditions and have them name examples they may have heard about in the news. Would they know how to survive in such conditions?
- Ask the students to look at the table of contents and list the extreme conditions identified there. What would they like to know about surviving in each? Direct each student to begin filling out a personal K-W-L chart.
- Have the students share their ideas and questions, then read pages 2 and 3 together.
- Do a brief review of ways to solve new words, including use of a glossary and labels. Remind the students to monitor their comprehension and to stop and take action if they do not understand the text.

Assessment Note

Do the students:

- respond with relevant comments and ideas, drawing on prior knowledge?
- begin their K-W-L charts with relevant ideas and questions?



Extreme – Guided/Group Reading Notes



During reading

- Have the students read pages 2 to 9. Remind them to make mental notes or use sticky notes to record any answers to questions on their K-W-L chart.
- Listen to individual students read short sections.



After reading

- Review the various types of questions the students could ask themselves based on this reading: recall (answers easily found in one or two places in the text); inference (answers drawing on prior knowledge and text clues); synthesis (making connections, drawing conclusions, and building on inferences); personal responses (answers separate from the author's ideas). (**asking questions**)
- Have pairs of students plan one question of each type to ask the rest of the group. If additional support is needed, have the pairs create questions using various quadrants of a Q-Chart/Q-Matrix to formulate the questions. (**asking questions**)
- Ask the students to share what they have learned so far and add the information to the L column in their K-W-L chart. Has the reading generated new questions for the W column or changed ideas about what they thought they knew (K column)? (**literal recall, asking and answering questions**)
- Have the students share the comprehension strategies they noticed themselves using while reading. How did the text features help them understand? (**metacognition**)

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:

- generate open and closed questions?
- recall factual information?
- articulate strategies they use to monitor comprehension and solve words?

Independent Reading (pages 10-23)

- Ask the students to read pages 10 to 23. Have them reread the section they find most interesting and add to their K-W-L chart based on the contents of their chosen section.

Consolidation Session (pages 24-29)



Before reading

- Talk about the sections between pages 9 and 23 that students found most interesting. Ask them to work with a partner to create several questions related to the section they particularly liked. Remind them to use the various categories of questions discussed during the first session.

Assessment Note

Do the students:

- explain why they liked a specific section?
- ask and answer a range of question types?



Extreme – Guided/Group Reading Notes



During reading

- Ask the students to read pages 24 to 29. Tell them they should be prepared to summarize and ask questions about one section of the reading. They should also look out for information to add to their K-W-L chart.
- Listen to individual students read short sections.



After reading

- Ask each student to summarize their chosen section. (**recall, summarizing, determining important information**)
- Discuss with the students:
 - Where does a hurricane start? (**literal recall**)
 - Where is quicksand found? (**literal recall**)
 - Why does the author say you should not cross a stream in a flood if the water is above your knees? (**deducing, inferring, drawing conclusions**)
 - Is the information in this book credible? What do they know about the author's expertise in this area? How could they check the accuracy of the information? (**adopting a critical stance, evaluating**)
 - Who is the intended audience for this text? How do they know? What did the author do to respond to this audience? (**adopting a critical stance, author's craft**)
- Have the students discuss the different text forms found in the book. Which was the most effective? (**personal response, adopting a critical stance, recognizing text forms**)
- Discuss how the students feel about this book. Did they like the subject matter? How well was it presented? (**evaluating, personal response**)

Additional activities

- **Word Study:** Have each student select a multi-syllabic word from the glossary. Ask them to determine the root word and research other words that build on that root. What is the origin of the root word? How can they determine the meaning of a new word by looking at its parts? Example: *terrain* has the root word *terra*, from the Latin for "earth" (*territory, terrestrial*). Have the students draw a word tree and share their learning with the rest of the group.
- Have the students:
 - work with a partner to complete the quiz on page 30.
 - research home preparedness kits. What should a family have on hand in case of an emergency?
 - create music to depict a severe storm, an earthquake, or an avalanche.

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 factual information?
- think critically about target audience and reliability of text information?
- identify how they use text features to gain meaning?
- offer reasons for their personal responses and evaluations?

Assessment Note

Do the students:

- identify familiar words or chunks within new words?
- use a range of credible sources for their research?