



Hidden Depths – Guided/Group Reading Notes

Toxic!

BY JAN BURCHETT AND SARA VOGLER

About this book

Team X is sent to investigate what is causing the death of a beautiful Cape Breton forest.

Reading Level: V (Fiction)

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



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 self-monitoring 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 identifying point of view summarizing synthesizing identifying main idea 	<ul style="list-style-type: none"> recognizing techniques an author uses to build tension and drama

Opening Session (Chapters 1–3)



Before reading

- Look at pages 2 to 5 with the students. Review or introduce the mandate of NICE. If applicable, call on students who have read other Project X (Set 4) books to share their background knowledge with others.
- Use an atlas, globe, or Google Earth™ to locate Cape Breton Island, Nova Scotia. Have any of the students visited Cape Breton Highlands National Park, or another national park?

Assessment Note

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



During reading

- Have the students divide a sheet of paper into two parts. Read the first paragraph of the blog on page 6 aloud to the students. Have them visualize what the blogger might see, feel, hear, and smell based on the text and their prior knowledge. Ask them to sketch their ideas on one half of the page.

Assessment Note

Do the students visualize, using text information and prior knowledge?



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- Now read the rest of the blog and have the students sketch their visualization of the hardwood forest on the other half of the page.
- Ask the students to read Chapters 1 to 3. Before they begin, review methods of monitoring comprehension as well as strategies that can be used when comprehension is lost.
- Ask the students to note any new or unusual vocabulary they encounter in these chapters.
- 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:
 - What does Mandy say she found on her trek? (**literal recall**)
 - Why was Jet late for the meeting? (**literal recall**)
 - Why is Jet so negative? (**deducing, inferring, drawing conclusions**)
- Review the new words the students noted while reading. Look at the words in context and check that students understand their meaning. (**developing vocabulary**)
- Draw attention to the last three paragraphs on page 15. Ask the students to identify all the words and phrases that bring the action to life. (**author's craft**)
- Ask the students to summarize what happened in the first three chapters. (**summarizing**)

Assessment Note

Do the students:

- recall literal details?
- make inferences based on evidence?
- identify language used to bring the action to life?
- summarize the chapters effectively?

Independent Reading (Chapters 4–6)

- Look at page 23 and have the students predict what sort of creature might be in the tunnel.
- Direct students to read Chapters 4 to 6 independently. As they read, they should record new or unfamiliar words on a sticky note. Ask them to take particular note of the different features and functions of the Driller.
- Remind the students to stop and take action if they do not understand the text.
- Have them pause after Chapter 5 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Make a list of all the features and functions of the Driller. Draw a picture of the craft in action.
- Lists and pictures should be handed in to the teacher for assessment.



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Consolidation Session (Chapters 7–8)



Before reading

- Have the students share their pictures of the Driller and discuss its many features and functions.
- Ask the students to discuss their impressions of the story thus far. How do the authors make the adventure exciting?
- Have the students predict what will happen next.



During reading

- Ask the students to read Chapters 7 and 8. Stress the importance of comprehension and remind them to stop and use fix-up strategies if needed. As they read, ask them to reflect on the main ideas and themes of the story.
- Have each student quietly read a section to you.



After reading

- Ask the students what they think of the story. What parts did they particularly like or dislike? (**personal response**)
- What are the main themes and ideas in this book? (**personal response, adopting a critical stance, identifying main idea**)
- Why does the company want to dump waste in the forest? Why don't they think it is a problem? (**deducing, drawing conclusions, identifying point of view**)
- Have the students create a 12-frame storyboard to summarize the entire story. (**summarizing, determining importance, visualizing**)

Additional activities

- **Word Study:** Have each student select one chapter. Ask them to reread the chapter and record on sticky notes the words that are used in the place of *said* (e.g., *exclaimed*, *yelled*, *gasp*, etc.). Collect all the sticky notes and review the words with the group. Challenge the students to add more words to the list. Talk about why it is important to use many alternatives for the word *said* when writing dramatic stories.
- Have the students:
 - skim the book to review Jet's responses throughout the story. Then have them rewrite the story from Jet's point of view.
 - write an email to Charles Sting to inform him of the outcome of the adventure.
 - write Twitter™ posts for one of the characters (maximum 140 characters).
 - develop a TV or radio advertisement to encourage people to visit Cape Breton Highlands or another national park in Canada. Have them rehearse and record the ad.

Assessment Note

Do the students:

- support their opinions with evidence?
- 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:

- offer reasoned personal responses?
- identify themes and main ideas of the text?
- summarize the story effectively, including all important information?

Assessment Note

Do the students:

- understand how word choice affects the reader's experience?
- reflect Jet's point of view in their writing?
- present an effective advertisement?



Operation Shipwreck

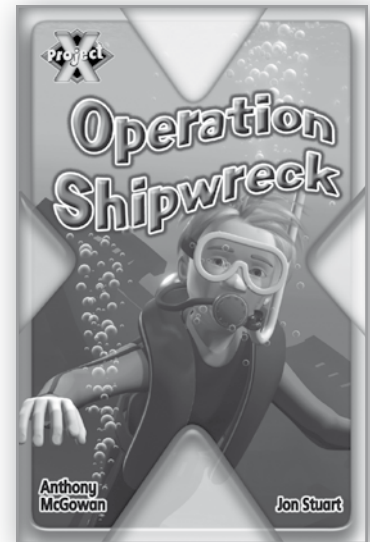
BY ANTHONY MCGOWAN

About this book

The Collector is back. This time he is collecting shipwrecks and threatening fragile marine ecosystems at the same time. Team X are sent to the Aegean Sea to stop him.

Reading Level: V (Fiction)

Text Forms: narrative fiction (chapters), emails, character profile, fact files



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 identifying main idea 	<ul style="list-style-type: none"> recognizing techniques an author uses to build tension and drama

Opening Session (Chapters 1–3)



Before reading

- Look at the front cover and read the title. Have the students share ideas and observations.
- Look at pages 2 and 3 with the students. Review or introduce the mandate of NICE and the information about the Collector. If applicable, call on students who have read other Project X (Set 4) books to share their background knowledge with others.
- Look at the map on pages 4 and 5. What do the students know about Greece and the Aegean Sea?
- Ask the students to predict what the Collector will be up to in this book.

Assessment Note

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



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During reading

- Review methods of monitoring reading comprehension as well as strategies that can be used if comprehension is lost or if the students get stuck on a word or sentence. Remind the students they must stop and take action if they do not understand the text.
- Ask the students to read Chapters 1 to 3.
- Have each student quietly read a section to you.



After reading

- Discuss with the students:
 - Where does the story take place? (**literal recall**)
 - Why is the monk seal in danger? (**drawing conclusions, synthesizing**)
 - Why was the Collector “gazing thoughtfully” at his snow globes (p. 14)? (**deducing, inferring, drawing conclusions**)
 - Why are the last two lines of Chapter 1 (p. 7) so effective? Why did the author use italic type for the word *now*? (**author’s craft**)
- Discuss the text format of page 13 and how it differs from the other pages in the chapter. Why did the author use a non-fiction text format here? (**author’s craft, use of language for purpose**)
- Ask the students to describe the strategies they used to monitor comprehension while reading. (**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:

- make inferences based on evidence?
- understand techniques used by the author to add drama and tension?
- articulate strategies they use to monitor comprehension and solve words?

Independent Reading (Chapters 4–6)

- Ask the students to read Chapters 4 to 6. Remind them to monitor comprehension and take note of how they solve unfamiliar words.
- Have the students pause after reading page 35 and complete a brief “Check-in” activity to confirm timely and successful reading.



Check-in activity

- Visualize the situation described on page 35 and create a sketch of what you visualize.
- Sketches should be handed in to the teacher for assessment.

Consolidation Session (Chapters 7–8)



Before reading

- Have the student share and discuss the sketches they created after visualizing page 35. Why are all the sketches different?



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- Discuss the chapters read independently:
 - What was stirring up the sediment on the sea floor?
 - Page 31 says, “Leo began to fiddle with the control panel” of the Green Dart. What does this tell the reader about Leo’s skills?
 - Why does Jet apologize to his friends in Chapter 6?



During reading

- Ask the students to read Chapters 7 and 8. As they read, ask them to think about their own responses to the story.
- Have each student quietly read a section to you.



After reading

- Discuss with the students:
 - What dangers did Jet face when scuba diving outside the Green Dart? (**literal recall, evaluating**)
 - Why did Jet insist on diving in the depths to attempt to dislodge the craft? Did he make the right decision? (**deducing, inferring, adopting a critical stance**)
 - What finally freed the Green Dart from the rock? (**literal recall**)
 - How does the author build excitement in the last chapter? Do the illustrations play a role? (**inferring, determining importance, evaluating**)
 - Follow the Collector through the book and list the emotions he is feeling each time he appears. (**deducing, inferring, drawing conclusions**)
 - What are the main themes and ideas in this book? (**personal response, identifying main idea**)
- Have the student reread the last two paragraphs on page 28, ending with Jet’s statement, “Uh, oh.” Why did the author use such an understated phrase in a moment of great danger? What does this tell the reader about Jet? (**inferring, author’s craft**)
- Direct the students to page 31. What words and phrases does the author use to let the reader know how Max and Jet are feeling without plainly stating their feelings? (**inferring, author’s craft**)

Additional activities

- **Word Study:** Review the concept that *verbs* are often action words. Have the students find six action-packed verbs in the book and illustrate them.
- Have the students:
 - change Chapter 2 or Chapter 8 from a narrative text to a play script. Ask them to write the script with a partner, then ask friends to help perform it as a Reader’s Theatre.
 - use Google Earth™ to look at underwater images.
 - use Orff instruments to create an underwater musical scene.

Assessment Note

Do the students:

- visualize what they read?
- recall literal details?
- make inferences based on evidence?

Assessment Note

Do the students:

- recall literal details?
- make inferences and draw conclusions based on evidence?
- explain how the author makes the story dramatic?
- identify main ideas and key themes?

Assessment Note

Do the students:

- identify action verbs?
- effectively recreate the story in a different genre?



Beneath the Ice

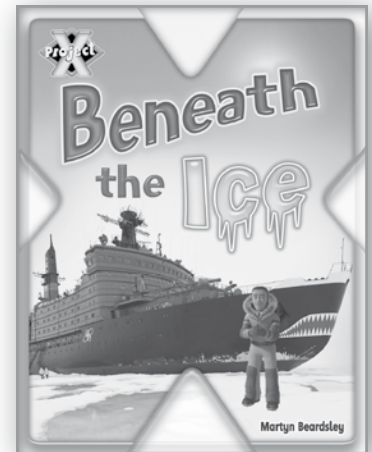
BY MARTYN BEARDSLEY

About this book

This non-fiction book highlights the 19th century Arctic explorations of Sir John Franklin, and the extreme conditions he and his team faced while searching for the North-West Passage.

Reading Level: V (Non-Fiction)

Text Forms and Features: non-chronological report, recount, explanation, instructions, recipe, maps, chart, captions, fact boxes, labels, photographs, table of contents, glossary, index, headlines, timeline



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 asking and answering questions synthesizing identifying main idea determining important information evaluating the credibility of a text source 	<ul style="list-style-type: none"> recognizing how authors use more than one text form to present information according to purpose

Opening Session (pages 2-7)



Before reading

- Look at the cover and discuss what the students see and read. What could be found "beneath the ice?"
- Read pages 2 to 5 together. Discuss the maps and use a globe to explain the North-West Passage.
- Review approaches to solving new words, including use of a glossary and labels.
- Review ways to monitor comprehension. Remind the students 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?



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During reading

- Have the students reread pages 2 to 5 and continue reading to the end of page 7. Supply them with sticky notes to record words that refer to cold and ice.
- Listen to individual students read short sections.



After reading

- Ask the students to define the North-West Passage. Who tried to find the passage? (**literal recall**)
- Have the students describe comprehension strategies they used while reading. How did the text features help them understand? (**metacognition**)
- Ask the students to share the theme vocabulary they recorded as they read. Why is it important to provide vivid details? (**vocabulary development, author's craft**)
- Use a Q-Chart or Q-Matrix. Have the students devise three questions to ask the rest of the group using different quadrants of the chart. (**asking and answering questions**)
- Look at pages 2 and 3. Help the students identify the features of a recount: orientation (scene-setting); events in order; reorientation (closing statement with elaboration). (**text forms**)
- Use pages 6 and 7 to model taking summary notes, including page number and point-form notes. (**summarizing, determining important information**)

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

Independent Reading (pages 8–23)

- Have the students read pages 8 to 23. Tell them that, after they have finished the pages, they should go back and reread the section they found most interesting.
- While rereading their chosen section, they are to make summary notes that will be shared with the group later. The notes should include any key or challenging vocabulary.

Consolidation Session (pages 24–30)



Before reading

- Discuss the sections between pages 8 and 23 that individual students identify as the most interesting. What do they find most compelling about their chosen section?
- Have the students present an oral summary of their favourite section with the help of the summary notes they prepared while reading. The

Assessment Note

Do the students:

- present an effective summary, including all important information?
- ask and answer a range of questions?



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summary should include the new or challenging words they encountered, and an explanation of how they solved these words.

- Have the students create three questions about their favourite section and ask a partner to try answering the questions.



During reading

- Have the students read pages 24 to 30. Encourage them to take summary notes and be prepared to summarize one (self-selected or assigned) section of the text.
- Listen to individual students read short sections.



After reading

- Ask each student to orally summarize a section of the text. (**recall, summarizing, determining important information**)
- Have the students discuss the different text forms used in this book. Which type do they most prefer? Did they have more success with a particular text form? (**personal response, recognizing text forms**)
- Ask the students how they feel about the text. Did they like the subject matter? How well was it presented? (**evaluating, personal response**)
- Discuss the issues of fairness and bias. Does this text present a balanced view of the topic? Is the information credible? (**adopting a critical stance, evaluating**)
- Ask students to suggest how modern technology could have helped Franklin in his quest. (**synthesizing**)
- Refer students to page 29. Why does the text discuss global warming? How does this environmental issue relate to the North-West Passage? (**synthesizing, deducing, drawing conclusions**)

Additional activities

- **Word Study:** Direct the students to the letter excerpts on pages 16 and 17. Have them identify words and phrases that sound unusual to them. Then ask the students to rewrite the excerpts so they sound like they were written in the 21st century. Discuss why word choice and letter writing style has changed so drastically since the 1800s. Have the students reread Franklin's ship log entries (p. 11) with a partner and create Twitter™ posts or text messages that share the same information.
- Have the students:
 - use Google Earth™ or other Internet sources to explore areas of Canada located within the Arctic Circle.
 - work with a partner to devise a way to rescue the Franklin expedition and outline the plan in a letter to the editor.
 - make a list of important supplies to take on an Arctic expedition.
 - draw a timeline of Arctic explorers.

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 text?
- describe how they use text features to gain meaning?
- support their opinions with evidence and reasons?
- infer and synthesize using information from the text and prior knowledge?

Assessment Note

Do the students:

- identify changes in writing style and word choice over time?
- write effective theme-related texts?