



The WOW! Award

BY CHRIS POWLING

About this book

The four friends have been invited to WOW! magazine to be interviewed about their success foiling Dr. X. They are excited to meet the famous author, K.J. Sparkling, at the magazine. But all is not as it seems, and they soon find themselves engaged in a rooftop struggle.

Reading Level: S (Fiction)

Text Forms: narrative fiction (chapters), newspaper report



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> reading complex and lengthy texts reading silently for a sustained period of time flexibly using a range of techniques to solve words quickly and automatically reading a range of genres reading for a variety of purposes identifying the ways texts are structured and language used for different purposes and audiences 	<ul style="list-style-type: none"> asking and answering questions evaluating identifying omissions and bias summarizing inferring 	<ul style="list-style-type: none"> recognizing how the author adds a surprising twist to the story by using a character in an unexpected way

Opening Session (Chapters 1-4)



Before reading

- Look at the cover and ask the students to talk about what they see. What do they know about award ceremonies? Who might be receiving an award? Encourage the students to make reference to previously-read texts.
- Look at pages 2 and 3. What is the text genre shown on these pages?
- Have the students leaf through the rest of the book. Does it continue in newspaper format? Why not?
- Read pages 2 and 3 to the students. Ask them to comment on the language used in a news report and discuss how this language varies from the language in the rest of the book.

Assessment Note

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



In the News – Guided/Group Reading Notes



During reading

- Have the students read Chapters 1 to 4 while still in the group setting. Remind them that when they solve a new word they need to cross-check to make sure the word makes sense.
- Ask them to take particular notice of how Leo is behaving in these chapters. How is he different from the other three friends?
- Have each student quietly read a section to you.



After reading

- Ask the students to reread pages 2 and 3 aloud, as if they are news reporters. (**building fluency, adjusting reading to genre**)
- Ask the students to comment on how the language of the narrative differs from the language of a newspaper report. (**identifying ways language is used for different purposes**)
- Discuss the first four chapters using prompts such as:
 - What is *WOW!*? Why were the four friends going there? (**literal recall**)
 - Why did the book begin with newspaper reports rather than start at Chapter 1? (**author's craft**)
 - What did you notice about Leo's behaviour? (**inferring, deducing, drawing conclusions**)
 - What do you think happened to Leo when he disappeared? (**deducing, inferring**)
- Have the students comment on one another's suggestions about what may have happened to Leo when he disappeared. (**adopting a critical stance, evaluating**)
- Ask the students to summarize what happened in the first four chapters. (**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:

- offer relevant comments about the relationship between text forms and style of language?
- recall literal details?
- make inferences using appropriate clues?
- reflect on other people's ideas?
- effectively summarize the chapters?

Independent Reading (Chapters 5-6)

- Direct students to read Chapters 5 and 6 independently. As they read, ask them think about what the characters are thinking and feeling.
- 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

- Use a Venn diagram to compare the two K. J. Sparklings. Which one do you think is the real K. J. Sparkling? Why?
- Diagrams should be handed in to the teacher for assessment.



In the News – Guided/Group Reading Notes

Consolidation Session (Chapters 7-8)



Before reading

- In pairs, have the students use information from their Venn diagrams to role play a first meeting between the two K. J. Sparklings.
- Ask them to discuss what Leo has discovered. Does this help explain why he was behaving differently from the others?



During reading

- Ask the students to read Chapters 7 and 8. As they read, they should pay particular attention to the emotions of the characters.
- Have each student quietly read a section to you.



After reading

- Have the students orally summarize the final chapters of the book. (**summarizing**)
- Discuss with the students:
 - Who took charge of the situation in Chapter 7? Did this surprise you? Why? (**recall, deducing, inferring, drawing conclusions**)
 - Why do you think the author had Max's mom come to the rescue rather than one of the children? (**deducing, drawing conclusions, author's craft**)
 - Why did the author end the book by having Dr. X escape from prison? (**predicting, inferring**)
- Have a student play the role of Mrs. X while other students ask her questions. Why did she behave as she did? (**asking and answering questions, inferring**)

Additional activities

- **Word Study:** Explain that authors work hard to select the right words to communicate their messages. Ask the students to look through the book and find three strong words that demonstrate the author's careful word choice. Have them record each word, mark its location in the story, and write a dictionary definition of the word. Then, have them use a thesaurus to find a synonym for each word and reread the original sentence using the synonym. Which word do they prefer? Why?
- Have the students:
 - write a dialogue between Dr. X and Mrs. X. Have them practise the dialogue with a partner and present it to the group.
 - write a newspaper report about a mother saving the day.
 - plan an award ceremony for the class. What awards could be given out? Have them think of a special award for each person in the class and design a certificate.

Assessment Note

Do the students show differences between the two characters in their role play?

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 ending?
- identify the author's reasons for having Max's mom come to the rescue?
- ask and answer questions that reflect Mrs. X's point of view?

Assessment Note

Do the students:

- evaluate the effectiveness of various synonyms in specific contexts?
- write dialogue that demonstrates understanding of each character's point of view?



WOW! Magazine

BY ALEX LANE

About this book

This book is written in the style of a children's magazine. It features the four Project X friends and some of the adventures they have had in previous books.

Reading Level: S (Fiction)

Text Form: magazine format, including: fact boxes, graphic text (comic strip), email, newspaper report, interview, how-to feature, puzzles, advice column, recipes, book reviews, poetry, photo essay



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 reading a range of genres reading for a variety of purposes identifying the ways texts are structured and language is used for different purposes and audiences using organizational features of non-fiction texts 	<ul style="list-style-type: none"> asking and answering questions evaluating summarizing inferring evaluating the credibility of text sources 	<ul style="list-style-type: none"> recognizing how the author's use of language changes between genres

Opening Session (pages 2-11; 14-19)



Before reading

- Have the students leaf through the book. How is it different from other Project X books they have read? Discuss the students' prior experiences with magazines.
- Read the "Hero Snapshots" (pages 2-3) together. What new information do they learn here about the four main Project X characters?

Assessment Note

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



In the News – Guided/Group Reading Notes



During reading

- Turn to pages 4 to 7 and look at the graphic text version of the defeat of Dr. X. Does it match the version of events the students remember from previous Project X stories involving Dr. X?
- Assign each student a different double-page spread from pages 8 to 11, or pages 14 to 19. Explain that each spread represents a different **genre** or style of writing.
- As they read their assigned pages, ask students to take note of the text features they find. How will understanding the style help them read the information more efficiently?
- 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

- Lead a discussion about the text using prompts such as:
 - What genre is represented in each student's double-page spread? What specific features did they notice? (**understanding text form and features**)
 - Did they like the style and genre they read, or would they prefer to read the information in a different way? What way? (**personal response, evaluating**)
- Have the students compare their two pages with the pages read by their peers. How did the writers' use of language change between the different sections (e.g., length of sentences, formal vs. informal tone, etc.)? (**author's craft, understanding how language is used for different purposes and audiences**)
- Have the students share one interesting fact from their spread. (**literal recall**)
- Ask the students to describe strategies they used before and while reading to gain meaning. (**metacognition**)

Assessment Note

Do the students:

- recognize differences between text forms and evaluate each one?
- offer relevant comments about the relationship between text forms and style of language?
- describe strategies they use before and during reading?

Independent Reading (pages 20-29; 32-40)

- Ask the students to think about what styles of writing and presentation they prefer, then have them choose two spreads they would like to read from the remainder of the book. (Do not assign pages 30 to 31.)
- Have the students pause after reading one spread to complete a brief "Check-in" activity.



Check-in activity

- Create your own version of the text form you have just read, using a topic of your choice.
- Responses should be handed in to the teacher for assessment.



In the News – Guided/Group Reading Notes

Consolidation Session (pages 30-31)

Before reading

- Have students share the texts they created during the “Check-in” activity. Make a point of discussing the layout of the information.
- Ask each student to summarize the second spread they chose to read in the book. What did they like about its format?
- Ask the students to discuss their favourite books or other reading materials. What types of texts do they like? Why? How do they learn about new books, magazines, websites, etc.?

During reading

- Have the students read the book reviews on pages 30 and 31. As they read, ask them to look out for clues about who wrote these reviews.
- Have each student quietly read a section to you.

After reading

- Discuss pages 30 and 31 with the students:
 - Besides the pictures of Jet and Kat on the pages, what clues show they were written by Jet and Kat? Which reviews are Kat’s? Which are Jet’s? Why? (**deducing, inferring, drawing conclusions**)
 - What other information would you like to see included in these reviews to help you decide whether to read the books? (**personal response, determining importance**)
 - Choose one book. What question would you like to ask the reviewer before you decide whether or not to read it? (**questioning**)
- Have the students think about what they now know about *WOW! Magazine* as a whole. Is there a different section they wish they had chosen to read? Why? (**personal response**)
- Discuss the issue of bias. Is there a particular bias in *WOW! Magazine*, or are many perspectives addressed? (**adopting a critical stance**)

Additional activities

- **Word Study:** Have the students look at the recipes on pages 32 to 33 and locate all the abbreviations. What do they have in common? Record these measurement abbreviations on a master chart. Direct the students to look around the classroom, in other texts, and to their own experiences to find more abbreviations to add to the list. Challenge them to include examples that are not related to measurement. When the list is full, explore with the students why a period is used with some abbreviations but not others.
- Based on the examples they have seen in *WOW! Magazine*, have the students create their own book review, favourite recipe, acrostic poem, comic strip, photo essay, word puzzle, etc. Create a class magazine from the students’ work.

Assessment Note

Do the students evaluate the text form they read and give reasons for their opinions?

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:

- identify word choice and other clues to determine authorship of the reviews?
- make inferences based on evidence?
- support their personal opinions with reasons?
- evaluate the range of perspectives in the text?

Assessment Note

Do the students:

- understand the appropriate use of periods when using abbreviations?
- write new texts that are clear and effective?



Micro Man Makes Big News

BY EMMA LYNCH

About this book

This non-fiction book examines journalistic writing by using the example of Willard Wigan, an artist who makes micro-sculptures. It shows how journalists present information in different ways.

Reading Level: S (Non-Fiction)

Text Forms and Features: information report, explanation, web pages, captions, fact boxes, labels, photographs, table of contents, glossary, index, interview, review, headlines, comic strip



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 reading a range of genres reading for a variety of purposes identifying the ways texts are structured and language is used for different purposes and audiences using organizational features of non-fiction texts 	<ul style="list-style-type: none"> asking and answering questions evaluating summarizing inferring evaluating the credibility of a text source 	<ul style="list-style-type: none"> recognizing how journalists present information in different ways

Opening Session (pages 2-9)



Before reading

- Read the title of the book to the students. Ask them to predict what the book might be about.
- Have them look at the cover and read the synopsis on the back cover. Who is the man on the front cover? What is he holding?
- Explain that the book has two main purposes: to provide information about the man on the cover, and to explore journalistic writing. Lead a discussion to determine what the students understand about journalistic writing. Is it fiction or non-fiction?
- Review ways to solve new words, including the use of a glossary.

Assessment Note

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



In the News – Guided/Group Reading Notes



During reading

- Have the students read to the end of page 9. As they read, have them use sticky notes to mark words they associate with journalists and journalistic writing.
- Listen to individual students read short sections.



After reading

- Ask the students to describe the comprehension strategies they noticed themselves using while reading. (**metacognition**)
- Discuss with the students:
 - What have you learned about Willard Wigan so far? (**literal recall**)
 - What significant occurrence led Wigan to his unusual career? (**recall, determining importance**)
- Remind the students that, before they began to read the book, you asked them what the man on the cover was holding. What is the answer? Why did he receive this award? (**literal recall, inferring, synthesizing**)
- Look at pages 8 and 9, where the same information is presented in two different ways. Which style do the students prefer: the simple web page recount, or the comic strip? Why? (**personal response**)
- Ask the students to pretend to be reporters. Have them plan a range of questions they would ask Wigan about his life and career. Record their ideas on a chart for later reference. (**asking 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:

- describe comprehension strategies?
- recall factual information?
- generate relevant open and closed questions?

Independent Reading (pages 10-25)

- Have the students read pages 10 to 25. As they read, they should think about whether the questions that are asked in the text are similar to the questions they created earlier.
- Ask the students to complete a brief "Check-in" activity to confirm timely and successful independent reading.



Check-in activity

- Draw a picture of one of Wigan's sculptures and write a brief description of why you picked that sculpture.
- Pictures should be handed in to the teacher for assessment.

Consolidation Session (pages 26-30)



Before reading

- Have the students share and compare their illustrations of Wigan's sculptures.



In the News – Guided/Group Reading Notes

- Discuss how Willard Wigan felt about his schooling. Whose perspective has not been included in this information? Should other perspectives be included in this type of text?
- Look at the title of the next section, “Different Points of View.” What are some different points of view that might exist about Willard Wigan?



During reading

- Ask the students to read pages 26 to 30. As they read, they should think about whether or not they agree with the various points of view presented.
- Listen to individual students read short sections.



After reading

- Discuss with the students:
 - What is Jet’s favourite Wigan sculpture? (**literal recall**)
 - Is the text fair? Does it present a balanced view of the topic? (**adopting a critical stance, evaluating**)
- Refer to pages 26 and 27. Which point(s) of view do the students agree with? How do they personally feel about Wigan’s work? (**personal response**)
- Ask the students to take on a point of view that is the opposite of their own and discuss Wigan’s work from this stance. (**personal response, adopting a critical stance, considering point of view**)
- Have the students discuss the different styles of reporting in the text. Which was the most effective? (**personal response, adopting a critical stance, recognizing text forms**)

Additional activities

- **Word Study:** Draw attention to the word *microscope* (p. 3). Focus on the prefix *micro* and discuss its meaning. Have the students use classroom resources to find other words with the prefix *micro* and record them on sticky notes. Post all the words and read them together. Discuss how the students can figure out the meaning of these words by combining the meaning of the prefix with that of the root word.
- Using a T-Chart and examples from the text, compare the use of direct speech and the use of reported speech. Example: “*I’m going to do the Queen of England’s 1953 Coronation coach...*” (p. 22); “*Willard plans to sculpt the Coronation coach...*” (p. 23). Ask the students to add other examples.
- Have the students:
 - write headlines about events taking place at school.
 - interview an interesting person and decide how to present the information.
 - examine a newspaper or magazine and highlight examples of different forms of journalistic writing.
 - make their own tiny sculpture.

Assessment Note

Do the students understand Wigan’s feelings about his schooling and recognize whose perspective is not included?

Assessment Note

Do the students:

- express their own opinions and support them with reasons?
- recognize differing points of view?
- make personal responses and evaluations using evidence?
- describe how they use text features to gain meaning?

Assessment Note

Do the students:

- use word roots and affixes to determine the meaning of new words?
- show understanding of direct and reported speech?
- use journalistic language in their writing?
- identify different forms of journalistic writing?