



Icebreaker

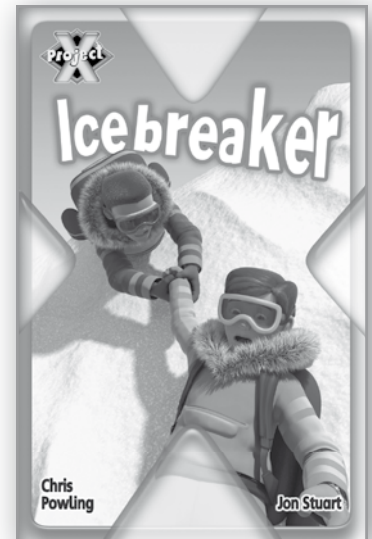
BY CHRIS POWLING

About this book

Team X go back in time to make sure Dani Day's father will survive an Antarctic expedition and go on to become a great scientist—and father to Dani.

Reading Level: X (Fiction)

Text Forms: extended narrative, journal, fact files, note, email



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 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 inferring explaining strategies that are helpful before, during, and after reading 	<ul style="list-style-type: none"> recognizing techniques used to make a story dramatic

Opening Session (Chapters 1–3)



Before reading

- Discuss the title and what the students see on the book cover, then review (or introduce) the purpose of the email message on page 2.
- Look at the picture on page 3. Why did the author use this method of introducing a mysterious package? What might be in the package?
- Look at pages 4 and 5. Where is Team X going to be sent?



During reading

- Have the students read page 6. Where did the journal come from?
- Now have them read to the end of page 11. How could a photo of the Team X friends end up in an old journal? What could this mean?
- Have the students read Chapters 2 and 3. Ask them to think about

Assessment Note

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



Time – Guided/Group Reading Notes

what they visualize as they read and record several words or phrases that make their mental images come alive.

- Remind the students to monitor their comprehension and to stop and employ fix-up strategies if they do not understand the text.
- Have individual students quietly read a section to you.



After reading

- Discuss with the students:
 - What are some of the disasters Gladstone Day faced on his travels around the world? (**literal recall**)
 - What did Dani send to her father? (**literal recall**)
 - Why won't the Team X friends meet a polar bear? Why is Jet still worried? (**literal recall, deducing, inferring**)
 - Refer back to Chapter 1. Why did the author end the chapter in this way? (**author's craft**)
- Have the students share and discuss the specific words and phrases that helped them visualize while reading. (**developing vocabulary, visualizing**)

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?
- identify the technique used by the author to make the story dramatic?
- explain their visualizations?

Independent Reading (Chapters 4-7)

- Direct the students to read Chapters 4 to 7 independently. Have them continue to note words or phrases that help them visualize the story.
- Have the students pause after Chapter 6 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Page 31 states that "Max set a fast pace." Why is Max so anxious to find Gladstone quickly? Do you agree with his fear? Explain your answer in a paragraph.
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapters 8-9)



Before reading

- Discuss the students' responses to the "Check-in" activity. Do the students agree that Team X could be trapped in the Antarctic forever? What is the time-travel paradox?
- Have the students predict what will happen next.

Assessment Note

Do the students:

- support their opinions with evidence?
- make reasonable predictions?



Time – Guided/Group Reading Notes



During reading

- Ask the students to read Chapters 8 and 9. Stress the importance of comprehension and remind them to use fix-up strategies as needed.
- Have individual students quietly read a section to you.



After reading

- Ask the students to describe the strategies they used to monitor their comprehension. (**metacognition**)
- Discuss with the students:
 - Why does Gladstone giggle and sleep while the children are rescuing him? (**inferring, synthesizing**)
 - How did Team X fix the *Icebreaker* ship? (**literal recall, inferring**)
 - Why is it important that Team X not tell Gladstone too much (p. 50)? How could it change the future? (**analyzing, drawing conclusions, synthesizing**)
 - Why did Gladstone send the diary to Dani? How did he know where to send it? How did he arrange for it to arrive so long after he died? (**inferring, drawing conclusions, deducing**)
- Refer back to Team X's first conversation about polar bears (p. 17). Why did the author include this? How does this early mention of polar bears help to set up the tense scene in the tent (p. 28)? (**author's craft**)
- Have the students talk to a partner about the book. Which parts do they particularly like or dislike? Would they recommend the book to someone else? (**personal response, adopting a critical stance**)

Additional activities

- **Word Study:** Display the following words: *solar-powered, all-time, micro-size, counter-clockwise, belly-flopped, forever, today, eyelids*. Ask the students to discuss what they observe. They likely have an understanding of compound words; however, some compound words include a hyphen. Hyphens often connect the words of a compound modifier that comes before the word being modified (e.g., in *solar-powered*, the word *solar* modifies *powered*). Hyphens are also commonly used when there is a middle connecting word (e.g., *brother-in-law*). Point out that hyphen use is erratic and changes over time. When in doubt, students should refer to a dictionary. Encourage the students to search a variety of texts for more hyphenated compound words.
- Have the students:
 - imagine Gladstone was exploring the world in the 21st century. Have them write Twitter™ entries or Facebook™ status reports that he might post while travelling.
 - use a world map to plot Gladstone's various journeys.

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 and draw conclusions based on evidence?
- recognize how the author makes the story dramatic?
- offer reasoned personal responses?

Assessment Note

Do the students:

- distinguish between hyphenated and non-hyphenated compound words?
- recognize some hyphenation patterns?
- write texts that reflect Gladstone's point of view?



Just in Time

BY ANTHONY MCGOWAN

About this book

The Collector is stealing famous timepieces from around the world. Team-X are forced to go back in time to save the critically important Greenwich clock.

Reading Level: X (Fiction)

Text Forms: extended narrative, email, character profile, riddles, captions, fact files, map, notes



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 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 inferring explaining strategies that are helpful before, during, and after reading 	<ul style="list-style-type: none"> recognizing various techniques used by the author to provide clues and information

Opening Session (Chapters 1-2)



Before reading

- Display the front cover and read aloud the synopsis on the back cover. Ask the students to use this information to predict what the Collector is up to in this book. (Review or introduce the Collector's character profile using the information on page 3.)
- Look at pages 4 and 5 together. Where will the story take place?
- Review various ways to monitor comprehension. Remind the students they must stop and take action if they do not understand the text.



During reading

- Have the students read Chapters 1 and 2. Ask them to use a sticky note to record any unusual or interesting words that help them visualize the story.
- Have individual students read a short section to you.

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.



Time – Guided/Group Reading Notes



After reading

- Ask the students to share the words that helped them visualize the story. (**vocabulary development, visualizing**)
- Have the students review the opening chapters and create a group list of words and phrases related to time. (**building vocabulary**)
- Discuss with the students:
 - What ability does the Master-bot have in common with Team X? (**literal recall**)
 - What has the Master-bot taken from the museum? (**literal recall**)
 - Why does the Collector send riddles to NICE? (**deducing, inferring, drawing conclusions, author's craft**)
- Work together to create an “emotions” graph that shows how one member of Team X feels during key points of Chapters 1 and 2. Then have the students independently create a similar graph for the Collector. (**inferring, determining importance**)
- Discuss why the last paragraph of Chapter 2 is so effective. How does it leave the reader feeling? (**author's craft**)

Assessment Note

Do the students:

- identify language that helps them visualize?
- recall literal details?
- make inferences and draw conclusions based on evidence?
- recognize how the author builds tension and drama?

Independent Reading (Chapters 3-7)

- Have the students read Chapters 3 to 7. Have them pause after Chapter 6 to complete a brief “Check-in” activity to confirm timely and successful reading of the text.



Check-in activity

- What will happen if the Collector steals the Super-Clock at Greenwich? Identify one possible consequence and use a picture and words to express your idea.
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapters 8-9)



Before reading

- Have the students share their “Check-in” descriptions of the consequences of the Collector's plan. What does this plan tell us about the Collector?
- Have the students add to the “emotions” graph they have prepared for the Collector. How is he feeling in each chapter thus far?
- Read page 45 aloud. Model the excitement and tension in the story, using distinct voices for each character. Make their feelings clear. Have the students discuss the techniques you used to help bring the story alive.

Assessment Note

Do the students:

- share personal responses and support them with reasons?
- identify how character emotions change throughout the story?



Time – Guided/Group Reading Notes



During reading

- Ask the students to read Chapters 8 and 9, and to take particular notice of the main characters' emotions in these chapters.
- Have individual students read a short section to you.



After reading

- Discuss with the students:
 - What damaged the Master-bot? (**literal recall**)
 - What emotions do Team X and the Collector experience throughout these chapters? Have the students complete the Collector's "emotions" graph. (**inferring, drawing conclusions**)
 - Why does the author have the characters experiencing a range of emotions throughout the story? What effect does this have on a reader? (**evaluating, adopting a critical stance, author's craft**)
 - What is the time-travel paradox in this story? Why could it be a problem? (**inferring, evaluating, drawing conclusions**)
 - What are the main themes and ideas in this book? Which parts did you especially like or dislike? (**personal response, adopting a critical stance, identifying main idea**)

Additional activities

- **Word Study:** Refer to the list of time-related words and phrases that the students found in the first two chapters. Examples (p. 9): *deadline, hang on a second, the clock will be ticking*. Ask them to work with a partner to find more time-related words and phrases in this book, or elsewhere, and add them to the group's list. How easy is this task? Do they hear a lot of time-related phrases in their everyday lives? (Common examples: *recess time, indefinite, tomorrow, last year*.)
- Have the students:
 - write the Collector's personal blog entries for the whole book, including information from their "emotions" graph.
 - imagine they saw the Peace Tower stolen from Ottawa. Have them write an email or Facebook™ post about what they saw.
 - research and create a fact file about one of the famous timepieces featured in the story, including a drawing or 3-D model of the timepiece.
 - make a sundial and test it on a sunny day.
 - create and share problems related to time zones. (e.g., Leave London, England at 6 a.m. local time; fly for 8 hours; arrive in Winnipeg. What is the local time?)

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 and draw conclusions based on evidence?
- explain choices the author made to enhance the story?
- offer reasoned personal opinions about the text?

Assessment Note

Do the students:

- identify frequently used words and phrases related to time?
- reflect the Collector's point of view in their blog entries?
- research and communicate important information in their fact file?



Time Capsules

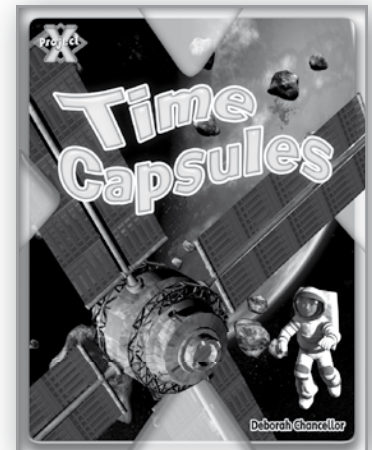
BY DEBORAH CHANCELLOR

About this book

This book explores many types of time capsules and what they tell us about various points in time.

Reading Level: X (Non-Fiction)

Text Forms and Features: non-chronological report, comparisons, emails, newspaper reports, explanations, debate, maps, chart, captions, fact boxes, labels, photographs, labelled diagram, table of contents, glossary, index, quiz



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 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 the 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 2-13)



Before reading

- Look at the book cover and contents page with the students and discuss what they know about time capsules.
- Read page 2 together and discuss the students' responses to the question in paragraph two. List their ideas.
- Tell the students that they will be creating a computer-based time capsule about life at school. As they read this book, they should think about what could be included in the electronic files.
- Conduct a brief review of ways to solve new words, including use of the glossary and labels. Remind the students to monitor their comprehension and take action if they do not understand the text.

Assessment Note

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



Time – Guided/Group Reading Notes



During reading

- Have the students skim pages 4 to 13, using headings, subheadings, and graphics to select two sections that most interest them. Ask them to read the two sections thoroughly and think about how artifacts become “locked away.” Is it intentional or unintentional?
- Listen to individual students read short sections.



After reading

- Ask the students to list the ways in which the artifacts described in this part of the book have become time capsules. (**literal recall**)
- Have the students orally summarize their chosen part of the text. Ask others in the group to create questions about the summaries, drawing on various quadrants of a Q-Chart/Q-Matrix. (**asking and answering questions, summarizing**)
- Look through pages 4 to 13 and talk about the different ways the author has presented the information. Why has the author used different structures and forms? How do they relate to the audience and purpose? (**author’s craft**)
- Ask students to describe 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:

- recall factual information?
- generate open and closed questions?
- understand why the author used various text features and forms?
- articulate their comprehension strategies?

Independent Reading (pages 14-23)

- Ask the students to read pages 14 to 23. Once finished, they are to go back to reread the section that most interested them.

Consolidation Session (pages 24-29)



Before reading

- Talk about the sections between pages 14 and 23 that students found most interesting. Ask them to work with a partner to create questions about the section they particularly liked. Remind them to use various types of questions.
- Look at the list of time capsule contents on page 21. Ask students how this differs from what they would include in a time capsule to represent their school. What is the same? Why?

Assessment Note

Do the students:

- explain why they liked a specific section?
- ask and answer a range of questions about the text?



Time – Guided/Group Reading Notes



During reading

- Ask the students to read pages 24 to 29. Tell them they should continue to think about how they will create their own time capsule.
- Listen to individual students read short sections.



After reading

- Discuss with the students:
 - Why are time capsules being sent into space? (**literal recall**)
 - Why does each Pioneer space probe plaque contain pictures of a man and a woman, and a diagram of our galaxy? (**deducing, inferring**)
 - Is the information in this text credible? What do the students know about the author? Does she have 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 students debate the following statement: Time capsules are not a good idea and should not be created. (**drawing conclusions, adopting a critical stance**)
- Ask students to share how they feel about the book. Did they like the subject matter? How well was it presented? (**evaluating, personal response**)

Additional activities

- **Word Study:** Have the students look through the text for abbreviations (including acronyms). List their discoveries on a chart (e.g., BCE). What does each mean? Why did the author choose to use certain abbreviations rather than the full word or phrase? Talk about why many of these forms are used almost exclusively, as opposed to spelling out the terms in full (e.g., DNA). Sort the abbreviations by punctuation and capitalization. What rules do the students notice?
- Have the students work as a group to create an digital time capsule. Include images of the classroom and of various artifacts, along with captions and descriptions. Music files, recorded sounds, and video messages should also be included.
- Have the students:
 - answer the quiz on page 30. Then ask them to create three additional questions and have a friend try to answer them.
 - write a story about opening a time capsule that contains something scary or unpleasant.
 - set up experiments that test the effects of strong sunlight or dampness on colour photographs and fabrics.

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 and draw conclusions based on evidence?
- support their opinions and personal responses with reasons?

Assessment Note

Do the students:

- recognize the meaning and usefulness of familiar abbreviations?
- work cooperatively to create a digital time capsule?