



Storm Chasers

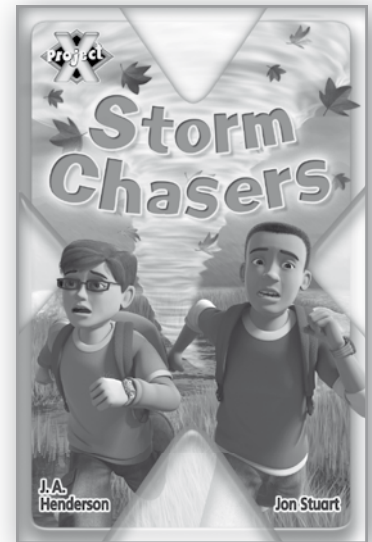
BY J. A. HENDERSON

About this book

Scientist Dani Day is concerned about changes to the weather around the world. Team X use their powerful micro-machine, the Driller, to investigate what is happening to the vanishing weather systems.

Reading Level: Y (Fiction)

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



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 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 synthesizing identifying point of view explaining strategies that are helpful before, during, and after reading 	<ul style="list-style-type: none"> recognizing how an author makes a story dramatic and builds suspense

Opening Session (Chapters 1-2)



Before reading

- Display the book cover and ask the students to discuss what they observe. Have they ever heard of storm chasers?
- Look at pages 2 and 3 together. Ask the students what they already know about the Collector and how he might be involved in this book.
- Discuss the three locations noted on pages 4 and 5. What do they have in common? How could they be related to a story about storm chasers?



During reading

- Remind the students to monitor their comprehension and to stop and employ fix-up strategies if they do not understand the text.
- Have the students read Chapters 1 and 2. Ask them to think about all

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.



Unexplained – Guided/Group Reading Notes

the information related to tornadoes and to the Alberta setting.

- Have individual students quietly read a section to you.



After reading

- Discuss with the students:
 - What has happened in Alberta? (**literal recall**)
 - What can you deduce about the events in Alberta? (**deducing**)
 - Why does the author switch from one scene to another in the first two chapters? What effect does it have on the reader? (**deducing, drawing conclusions, author's craft**)
 - What words and phrases show that the first setting is in Canada? (**visualizing, inferring, author's craft**)
- Review the locations marked on pages 4 and 5 and ask the students what they think might happen in these locations in future chapters. (**synthesizing, deducing, inferring, predicting**)

Assessment Note

Do the students:

- recall literal details?
- synthesize information and make deductions using evidence and prior knowledge?

Independent Reading (Chapters 3-9)

- Direct students to read Chapters 3 to 9 independently. Ask them to think about each character's attitude toward the various situations they face. Remind them to stop and take action if they do not understand the text.
- Have them pause after Chapter 7 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- From the point of view of Dani or one of the four Team X friends, create a 10-frame storyboard that summarizes Chapters 3 to 7.
- Storyboards should be handed in to the teacher for assessment.

Consolidation Session (Chapters 10-12)



Before reading

- Have the students share their storyboard summaries with the group and discuss the point of view represented in each one.
- Discuss with the students:
 - What is the attitude of each character in the situations they faced throughout Chapters 3 to 9?
 - Why is the Collector collecting freak weather conditions? How does this backfire?
 - What do they predict will happen next?

Assessment Note

Do the students:

- infer the characters' attitudes based on evidence?
- understand the Collector's motivations?
- make reasoned predictions?



Unexplained – Guided/Group Reading Notes



During reading

- Ask the students to finish reading the book. Stress the importance of comprehension and remind them to use fix-up strategies if needed.
- Have individual students quietly read a section to you.



After reading

- Ask the students to share any comprehension strategies they used while reading. (**metacognition**)
- Discuss with the students:
 - What are the key problems in the story and how are they overcome? (**literal recall, summarizing, determining importance**)
 - What does “right as rain” (p. 57) mean? Why does Leo say he never wants to hear it again? (**inferring**)
 - Why does Dani “fume” at Team X, then wink and say, “Well done” (p. 60)? (**deducing, inferring, drawing conclusions**)
 - How do the contrasting emotions of the four friends and Dani contribute to the dramatic effect of the story? (**analyzing, drawing conclusions, synthesizing**)
 - How does the author build up suspense between chapters? (**synthesizing, author’s craft**)
 - What do you think will happen to the Collector? What would you do if you were him? (**predicting, deducing, drawing conclusions**)
- Have the students talk to a partner about what they personally think of the story and how it compares to the genres they like to read in their leisure time. (**personal response, adopting a critical stance**)

Additional activities

- **Word Study:** Display the following words for the students: *and, but, or, nor, so, yet*. Have them look through the text and find two or three examples of sentences that contain these words. What role do these words play in the sentences? Explain (or review) that these *coordinating conjunctions* serve to connect two clauses that are equally important. Write the sample sentences on the board and talk about how each conjunction fills a specific purpose (e.g., *and* connects non-contrasting ideas or items; *or* and *nor* connect alternate ideas or items; *but* and *yet* connect contrasting ideas). Talk about why conjunctions are often used instead of writing two separate sentences. Encourage the students to employ conjunctions in their own writing.
- Have the students:
 - use their choice of media (traditional visual arts or digital technology) to create images of tornadoes.
 - write an additional chapter for the book, in which Team X respond to a new kind of freak weather condition.

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:

- summarize important information?
- make inferences based on evidence?
- use a range of ideas to draw conclusions?
- identify how the author builds suspense?
- offer reasoned personal responses?

Assessment Note

Do the students:

- recognize conjunctions and understand how they impact sentence fluency?
- write a new chapter that reflects character feelings and points of view?



Tasmanian Terror

BY ANTHONY MCGOWAN

About this book

Strange and unexplained events are happening on the island of Tasmania, Australia. Team X discover that a meteorite has landed and triggered strange consequences.

Reading Level: Y (Fiction)

Text Forms: extended narrative, email, newspaper article, fact files, map



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 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 synthesizing identifying point of view identifying omissions and bias 	<ul style="list-style-type: none"> recognizing how an author makes a story dramatic and builds suspense

Opening Session (Chapters 1-4)



Before reading

- Read the book's front and back covers, and pages 2 and 3. Based on this information, and the students' knowledge of other books in this series, have them predict what might happen.
- Read Chapter 1 to the students, excluding the animal fact file. Ask them to describe the Unwins. What evidence can they use to support their descriptions?
- Discuss the explosion. Could it be linked to the newspaper article that opened the chapter?
- Have the students review various ways to monitor their comprehension. Remind them they must stop 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?



Unexplained – Guided/Group Reading Notes



During reading

- Have the students read the fact file on pages 8 and 9, and all of Chapters 2 to 4. Ask them to think about how the author builds up tension and mystery.
- Have individual students quietly read a section to you.



After reading

- Ask the students to describe the strategies they used to monitor comprehension. (**metacognition**)
- Have each student share information about one Tasmanian animal. (**literal recall**)
- Discuss with the students:
 - What strange events have occurred? (**literal recall**)
 - What happened to all the plants? (**deducing, inferring**)
 - What were the strange pieces of pottery? (**literal recall**)
 - What could have happened to the large rocks described in the newspaper article? (**drawing conclusions, inferring, synthesizing**)
- How has the author created tension and mystery? (**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:

- articulate strategies they use to monitor comprehension and solve words?
- recall literal details?
- make inferences based on evidence?
- identify how the author has created tension and mystery?

Independent Reading (Chapters 5-9)

- Ask the students to read Chapters 5 to 9. Remind them to monitor comprehension and note how they solve new or unusual words. As they read, have them think about Mr. Unwin's character. Does their opinion of him change at all?
- Have them pause after Chapter 7 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Draw a picture of the Unwins' farm based on the details in Chapter 1. Then draw a second picture of the farm based on the details in Chapters 5 to 7. Compare and contrast the scenes.
- Drawings should be handed in to the teacher for assessment.

Consolidation Session (Chapters 10-11)



Before reading

- Have the students compare their drawings of the Unwins' farm.
- Discuss how the author increases the pace of the story by switching between scenes in Chapter 9. What effect does this have?

Assessment Note

Do the students understand how the author has controlled the pace of the story?



Unexplained – Guided/Group Reading Notes



During reading

- Have the students work with a partner and read pages 51 and 53 to each other (one page each). Remind them to use their voices to bring to life the actions and emotions.
- Listen to individual students as they read aloud.
- Have the students finish reading the book independently. As they read, ask them to think about how they feel about the Unwins. Have their initial opinions changed?



After reading

- Discuss with the students:
 - Which animal appears at the end of the story? Why is this a surprising twist? (**literal recall, synthesizing**)
 - How does the author deliberately lead the reader to different views of the Unwins? (**synthesizing, drawing conclusions, author's craft**)
 - Does this text treat all the characters fairly? Whose point of view is left out? (**evaluating, adopting a critical stance, author's craft**)
 - Why is the final paragraph so important to the story? (**deducing, inferring, drawing conclusions**)
- Ask the students what they thought of the story. What did they like or dislike? (**personal response, adopting a critical stance**)

Additional activities

- **Word Study:** Display the following words for the students: *off, through, in, on, below, at, into, behind*. Have them look through the text and find sentences containing these words (or have them create their own sentences). What role do these words play in the sentences? Explain (or review) that these *prepositions* link nouns, pronouns, and phrases to other words in a sentence. Prepositions frequently indicate temporal or spatial relationships between the object and the rest of the sentence, or show action and movement. Have the students work in small groups to find as many prepositions as they can in various classroom texts. You may wish to provide a list of possible prepositions before beginning the hunt. Work together to sort the prepositions according to the relationship they indicate.
- Have the students:
 - create a two-column T-Chart listing evidence that shows the Unwins were greedy people and evidence that shows they are good people.
 - research and prepare a report on platypuses and/or echidnas. Why is it so unusual that they lay eggs?
 - research the Tasmanian tiger and present an oral argument about whether or not it is possible that it is not extinct.
 - compare the characteristics of the Tasmanian devil with the popular *Looney Tunes*™ cartoon character named Taz.

Assessment Note

As they read, take note of the students' fluency, expression, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- make inferences and draw conclusions based on evidence?
- identify differing points of view?
- offer ideas and opinions about the text and back them up with reasons?

Assessment Note

Do the students:

- recognize prepositions and the relationships they indicate within a sentence?
- identify conflicting characteristics of the Unwins?
- research and effectively present important information about Tasmanian animals?



WOW! Explained

BY ALEX LANE

About this book

This magazine-style text contains interesting facts and information about topics, characters, and technological devices that have been featured throughout the Project X series.

Reading Level: Y (Non-Fiction and Fiction)

Text Forms and Features: explanations, non-chronological reports, recounts, newspaper reports, fact files, comic strip/graphic story, job description, emails, labelled diagrams, contents page, captions, photographs, maps, poster



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 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 synthesizing asking and answering questions identifying omissions and bias 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 2-14)



Before reading

- Discuss what the students already know about magazines. Are there magazines at home? What magazines do they like to read? (If available, refer to or display *WOW! Magazine* included in Level 5 of the Project X series.)
- Look at the contents page of *WOW! Explained*. Which sections sound interesting to the students?
- Tell the students they will be creating a computer-based magazine that will focus on unexplained mysteries. (Alternatively, you may ask them to create a magazine that links directly to a curriculum topic.)
- Have the students read the comic strip/graphic text on pages 2 to 5 and work with a partner to summarize the story.

Assessment Note

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



Unexplained – Guided/Group Reading Notes

- Remind the students to continuously monitor their comprehension and take action if they are failing to understand the text.



During reading

- Have the students skim pages 6 to 14, checking headings, sub-headings, and illustrations. Ask them to select two sections of interest and read those sections. As they read, they are to record two or three interesting facts from each section.
- Listen to individual students read short portions of the text.



After reading

- Work together to list the topics that have been discussed in the magazine thus far. Have students take turns explaining each one. **(literal recall)**
- Using various quadrants of a Q-Chart/Q-Matrix, have pairs of students create questions for each other about the topics that have been discussed. **(asking and answering questions)**
- Look through pages 6 to 14 and have the students identify the various ways the author has conveyed information. Why has the author used different text structures? Which format(s) do they prefer? Why? **(deducing, evaluating, author's craft)**
- Have the students describe the comprehension strategies they noticed themselves using. 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?
- identify and evaluate the effectiveness of various text formats?
- articulate strategies they use to monitor comprehension and solve words?

Independent Reading (pages 15-26)

- Have the students read the "WOW! Space Special". Ask them to use a sticky note to mark the facts they find most interesting.
- Stress the importance of maintaining comprehension and discuss what the students can do if they lose comprehension while reading.

Consolidation Session (pages 27-40)



Before reading

- Have the students share what they found most interesting about the space feature.
- Discuss why the author has created a "magazine special" within a larger magazine. How is it distinct from the other pages? How could this support a reader?

Assessment Note

Do the students articulate why they liked specific sections of the text?



Unexplained – Guided/Group Reading Notes



During reading

- Ask the students to read pages 27 to 40 by first skimming and scanning all the pages, then choosing one or more sections to read in greater detail.
- Tell them they should be prepared to summarize and prepare questions about the section(s) they choose to read in detail. They should also know where to find answers to questions related to the sections they do not read in detail.
- Listen to individual students read short portions of the text.



After reading

- Ask each student to summarize the main facts in their chosen section. (**literal recall, summarizing, determining important information**)
- Have the students develop a range of questions about a section they have only scanned. Pair them with someone who has read that section in detail and have them ask the questions. (**asking and answering questions**)
- Have the students review all the text forms and elements included in this magazine. Which ones should be included in the group's own magazine? Which ones are not useful or appealing? (**author's craft, evaluating, drawing conclusions, adopting a critical stance**)
- Draw attention to the "Time Travel" feature on pages 20 and 21. How has the author tried to present a balanced argument? Why? Should all magazines do this? How credible are the sources cited here? (**evaluating credibility of sources, identifying omissions and bias**)

Additional activities

- **Word Study:** Have the students look through the text and record as many different types of punctuation as they can (including the sentence or phrase in which the punctuation is used). Use an interactive whiteboard or chart to list all the punctuation marks, along with the sentence samples. Have the students identify the purpose of each punctuation mark in the sentences, and possible rules of usage. Create an anchor chart that summarizes their findings. Add to the chart as new punctuation marks are identified.
- Have the students work as a group to create a digital magazine that explores strange and unexplained events. (Alternatively, create a magazine that links directly to a curriculum topic.) Have them brainstorm content topics and allocate sections to each person or pair. They should discuss the most effective text format for each section and any "special features" they want to include.
- Have the students:
 - hold a debate about whether or not time travel is possible.
 - invent their own X-bot and create a profile card based on the examples on page 9.

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 selected sections of text?
- generate open and closed questions?
- recognize how they use text features to gain meaning?
- evaluate the text for balance and bias?
- evaluate the credibility of text sources?

Assessment Note

Do the students:

- identify a wide range of punctuation marks and their purpose?
- work cooperatively to create a digital magazine?
- effectively use a variety of text forms and features in their magazine?