

## Losing Lillie

When Lillie goes missing at the mall, her big sister, who was supposed to be taking care of her, panics.

### Features of the text

- Narrative
- Plot, characters, setting, theme
- Dialogue

### Purpose

'Losing Lillie' can be used to introduce and reinforce the following skills:

- analysing the literary features of texts;
- making predictions;
- making personal connections with the text.

### Introducing the text

Select one or more of these discussion starters:

- *Have things ever gone wrong when you've been responsible for someone or something?*
- *How would you feel about having to look after a younger brother or sister when you'd rather be with your friends?*
- *How do you think you'd feel if you were lost at a mall?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the top of page five. What do you think might happen next?*
- *Read to the middle of page six. What do you think Lillie's big sister was thinking and feeling when she saw her mum without Lillie?*
- *Read the rest of the text. How do you think Lillie's big sister really feels about Lillie?*

### Following up

The students can:

- rewrite the story as a play and perform it to an audience
- write a job description for a babysitter of a young child.

## Floss and Mo

Floss and Mo are rabbits that live in a hutch. Parthiv and Janki are responsible for caring for them. This article explains how and why they keep pet rabbits.

### Features of the text

- Explanation
- Narrative procedure
- Cause and effect
- Subheadings
- Glossary words

### Purpose

'Floss and Mo' can be used to introduce and reinforce the following skills:

- identifying the features of an explanation;
- drawing conclusions from a text;
- finding information from a text;
- using the text as a model for writing.

### Introducing the text

Select one or more of these discussion starters:

- *Would a rabbit make a good pet? Why/why not?*
- *Would a pet rabbit take more or less care than a cat?*
- *Do you think it's fair to keep animals as pets?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Look through the article. What do you notice about the layout?*
- *What information does the checklist give us? In what other ways could the author have given us the same information?*
- *What other information could the author have included in this explanation?*

### Following up

The students can:

- use the Internet or library to find out how to take care of fish in a fish tank
- make a model of, or draw, a hutch for rabbits
- write a speech about taking care of rabbits and present it to the class.

## Theme – Responsibility

## Guided Reading Lesson Plan

## Stop Trashing Our School!

Some students use their school newspaper to report on the school's rubbish problem and to suggest ways to solve it.

### Features of the text

- News reports
- Advertisements
- Interview
- Problems and solutions
- Letters to the editor
- Procedure

### Purpose

'Stop Trashing Our School!' can be used to introduce and reinforce the following skills:

- drawing information from more than one source;
- restating information in the students' own words;
- reading directions or instructions for a procedure;
- using the text as a model for writing.

### Introducing the text

Select one or more of these discussion starters:

- *What would you expect to find in a school newspaper?*
- *Why do you think some people drop rubbish around our school?*
- *What are some of the ways we could fix our rubbish problem?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the end of the interview on page fifteen. What is the difference between open and closed questions?*
- *Look at the headings and subheadings. How do they help the reader to read the newspaper?*
- *Read the rest of the text. What are the features of the item 'Making New Paper from Old Paper'?*

### Following up

The students can:

- follow the instructions to make new paper from old
- choose a topic and create their own newspaper made up of items written in different genres
- investigate rubbish in their own school and present their findings to the class.

## All about Seals

Kim writes in her diary about the excitement of a planned class trip to SeaLand. Each student has been given a task to help organise the visit. The trip is almost ruined when Kim forgets to do her task.

### Features of the text

- Diary format
- Colloquial language
- Recount with dates
- Personal record of thoughts and actions

### Purpose

'All about Seals' can be used to introduce and reinforce the following skills:

- distinguishing between significant and minor details;
- analysing aspects of the author's writing style;
- reading diaries and journals;
- using the text as a model for writing.

### Introducing the text

Select one or more of these discussion starters:

- *Why do you think some people keep a personal diary?*
- *What do people write in their diaries?*
- *How do you feel when someone says they will do something but they don't do it?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *What are the clues that tell you the diary writer is a child?*
- *What are the most important events in the story so far?*
- *Read the rest of the diary. What is the theme?*
- *Why do you think the author included the details about Conor?*

### Following up

The students can:

- select a minor character and write his or her diary entries over the same time period
- write the thank-you letter that Conor might have written to SeaLand
- read other journals, diaries and logs.

## Taking Care of Animals

A volunteer at an animal shelter talks about her work there and explains how animals come to be at the shelter and how they are cared for.

### Features of the text

- Report
- Linking words such as *if, is, sometimes*
- Photographs that support the text
- Definition, description, summary
- Set of guidelines

### Purpose

'Taking Care of Animals' can be used to introduce and reinforce the following skills:

- drawing information from two or more sources;
- restating information in the students' own words;
- identifying the author's purpose and point of view;
- making personal connections with the text.

### Introducing the text

Select one or more of these discussion starters:

- *What happens to pets that no one wants?*
- *What do you think a volunteer at an animal shelter would have to do?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the first two pages. What did you already know about shelters? What have you learned?*
- *How do the photographs help you understand what is being explained in the text?*
- *Why do you think the volunteer wrote this article?*

### Following up

The students can:

- make a poster explaining how to be a responsible pet owner
- research organisations that care for animals and write a report about them
- make a list of the tasks performed by each person in the animal shelter.

