

Theme – Different Views

Guided Reading Lesson Plan

Pops and Jerky

Pops thinks that dogs are only useful for doing farm work. When he visits his family in the city, he has trouble accepting their dog, Jerky, in the house.

Features of the text

- Realistic narrative
- Characters, plot, setting, theme
- Orientation, problem, climax, resolution, conclusion
- Present tense
- Direct speech to further develop Pops's character

Purpose

'Pops and Jerky' can be used to introduce and reinforce the following skills:

- making, confirming and revising predictions;
- determining the author's purpose;
- analysing a character's point of view.

Introducing the text

Select one or more of these discussion starters:

- *Have you ever had a grandparent come to stay? What was it like?*
- *Can you think of ways that your behaviour might show how you feel?*

Reading and discussing the text

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

- *Read to the end of page three. What do you think will happen in this story?*
- *Read to the end of page five. Have your predictions been right so far? What do you think is going to happen now?*
- *What do you think of the ending? Were you surprised?*

Following up

The students can:

- write an analysis of one of the characters
- create a story map using graphics and captions
- rewrite the narrative as a play
- write a further chapter focusing on Pops and Jerky.

Should Mac Leave Town?

A fictional report in which a student uses different ways to find out what people think about a dog that attacked a cat.

Features of the text

- Cause and effect
- Handwriting
- Photographs, newspaper articles
- Conclusion based on research

Purpose

'Should Mac Leave Town?' can be used to introduce and reinforce the following skills:

- distinguishing between significant and minor detail;
- exploring newspaper reports;
- making inferences;
- using the text as a model for writing.

Introducing the text

Select one or more of these discussion starters:

- *Sometimes people have different opinions about an issue. Why do you think that is?*
- *How can we collect information about people's opinions on a controversial topic?*

Reading and discussing the text

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

- *Look at the graphic and illustrative features. How do they help you understand or follow the story?*
- *How did Cody gather information?*
- *How do we know the information is true?*
- *Do you agree with Cody's conclusions?*

Following up

The students can:

- write their personal opinion as to whether Mac should stay or go and support it with reasons
- select another topic and use techniques similar to those in the report to find out the opinions of others.

By Thunder!

This report discusses how some cultures have different myths to explain thunder and lightning.

Features of the text

- Myths from different cultures
- Report
- Statement or question followed by an explanation
- Factual, formal language
- Summarising statement

Purpose

'By Thunder!' can be used to introduce and reinforce the following skills:

- comparing stories from different cultures;
- using the text as a model for writing;
- including appropriate facts and details in non-fiction writing.

Introducing the text

Select one or more of these discussion starters:

- *What causes thunder and lightning?*
- *What kinds of stories explain events such as these?*
- *What is the difference between a myth and a report?*

Reading and discussing the text

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

- *Read the first two paragraphs. What is this report about?*
- *What do the myths have in common?*
- *Why do you think the myths have a common theme?*
- *How is the last paragraph linked to the first two paragraphs?*

Following up

The students can:

- research the myths of different cultures about a natural event and write a report describing how they explain this event
- do further research into one of the myths described in the report and present the results in writing or on audiotape
- choose one of the myths they have researched and act it out for the class.

Are You Spending Too Much Time Online?

In this report, the author asks some children questions about spending time on the computer and records their responses.

Features of the text

- Debate format
- Report
- Persuasive language
- Summary

Purpose

'Are You Spending Too Much Time Online?' can be used to introduce and reinforce the following skills:

- summarising information;
- formulating questions, developing hypotheses and drawing conclusions;
- distinguishing between significant and minor details.

Introducing the text

Select one or more of these discussion starters:

- *What could the term 'couch potato' mean?*
- *What are the good and bad things about using computers?*
- *What is the most useful way of gathering information: the television, the library or computers?*

Reading and discussing the text

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

- *Read the introduction. How does it explain the reasons for the survey?*
- *Look at the four main headings. Why do you think the writer used statements rather than questions?*
- *Why are direct quotes used in some places?*

Following up

The students can:

- follow the format of the report and research a topic of their choice
- research the problems that people can have from using a computer too much
- make a poster suggesting how to avoid the problems of using a computer.

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Guided Reading Lesson Plan

The Shared Lunch

Sooni brings some Korean food for the class shared lunch. The other students make Sooni feel bad because the food smells unusual. However, when they taste it, some of them change their opinions.

Features of the text

- Play
- List of characters
- Stage directions
- Plot, characters, setting, theme
- Italics, bold text, capital letters, parentheses, indented text, colons

Purpose

'The Shared Lunch' can be used to introduce and reinforce the following skills:

- analysing the literary features of a text;
- determining the author's purpose;
- comparing genres;
- making inferences;
- reading aloud with expression.

Introducing the text

Select one or more of these discussion starters:

- *What do you know about plays?*
- *What do plays look like when they are written down?*
- *How is a play similar to a narrative story? How is it different?*
- *What do you know about food from different countries?*

Reading and discussing the text

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

- *What is the problem in this play?*
- *How do you think the problem might be solved?*
- *How do you think Sooni feels? Why does she feel that way?*
- *What has changed by the end of the play?*
- *What are the special purposes of italics and bold text in a play script?*

Following up

The students can:

- rewrite the play as a narrative
- write about how and why change took place in the play
- write a description of one of the characters
- work as a group to perform the play for the whole class or school.

Buzz Off!

In this rhyming poem, the thoughts of a bee and dog are shared.

Features of the text

- Poem
- Rhyming couplets
- Regular metre
- Animals with human thoughts
- Illustration to enhance meaning

Purpose

'Buzz Off!' can be used to introduce and reinforce the following skills:

- reading aloud with expression;
- explaining the main idea of a text;
- making personal connections with the text.

Introducing the text

Select one or more of these discussion starters:

- *What do poems usually look like?*
- *How are poems different from narratives?*
- *Tell me about some poems that you have read.*

Reading and discussing the text

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

- *What do you notice about the way this poem is set out?*
- *Read the first two lines aloud. What do you notice about the rhythm?*
- *What is the poem's message?*
- *What do you notice about the punctuation used in this poem? How does it compare with other poems you have read?*

Following up

The students can:

- read aloud and dramatise the text in pairs
- rewrite the text as a narrative
- write a poem about a personal experience with an insect or other animal.