
GUIDED SILENT READING BOOK 3

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Introduction to this Resource

“Guided Reading is the heart of the reading programme for early and fluent readers. It gives the teacher and a group of students the opportunity to talk, read and think their way purposefully through a particular text.”

The Learner as a Reader ; Ministry of Education, Learning Media. Wellington, 1996.

This resource aims to support the busy classroom teacher in this important instructional procedure by providing detailed lesson plans, strategies for implementing them, and a series of follow up activities that will encourage meaningful revisiting of the text. The suggestions offered here are a combination of the author's own teaching experience, many hours spent observing and giving feedback on GSR to trainees in the teacher training programme at NZGSE, and current theory and research on best teaching practice in reading.

The challenges of Non-Fiction text

Non-fiction text presents the reader with challenges that are quite different to those of narrative text. The strategies students learn when reading narrative do not automatically transfer to other kinds of text. Children become very familiar with the features of narrative from an early age. While narrative carries the reader along with its storyline, non-fiction is often an impersonal, systematic unfolding of information. There is little repetition, no frills, it often lacks a personal touch, becomes increasingly laden with specialised vocabulary and longer, more complex sentence structure, and often requires background knowledge to comprehend. It is well documented that many students have difficulty understanding transactional text in secondary schools.

The recently published report of the New Zealand government's Education and Science Committee (2001) on the inquiry into the teaching of reading, emphasised the importance of explicitly teaching comprehension strategies, particularly strategies that help students understand expository or non-fiction text. The report also noted that many students were not taught these strategies.

What are these strategies?

One Guided Silent Reading technique aimed at improving students' comprehension and critical reading, which is backed by research and is used successfully in NZ classrooms, is Reciprocal Teaching. This involves the members of the reading grouping making predictions, clarifying ideas, generating questions, and summarising information. A feature of this method is the transfer of responsibility for leading the discussion from the teacher to the group in a structured and planned way.

Nicholson (1999) argues that to teach students about how texts are designed and to help them focus on what makes a text interesting, will help them to get a better understanding of the content of the text. Knowledge of text structure can greatly enhance the reader's ability to process information and see the big picture.

Both approaches advocate close, active reading of text. While reading mileage and the pursuit of personal reading interests are always one of the desired outcomes of a classroom reading programme, we must not neglect the specific, systematic teaching of close, active reading.

For non-fiction text, this involves teaching students how to process and make sense out of information (i.e. reading, retelling, clarifying) and how to organise or reorganise it (i.e. summarising, identifying main points, diagramming it in webs and flow charts), all of which help the reader and learner to master and remember content information. The lesson plans included here follow this approach.

Using School Journals

School Journal articles are the vehicle for this process. While they do not always represent a consistent genre for exploring non-fiction writing, the articles chosen for this resource do follow a familiar pattern, are written specifically for children, are graded by reading age and are available in all schools.

References for further reading

“I've found my memory! Reciprocal Teaching in a Primary School,” by Marie Kelly and Denis Moore (in SET 2, New Zealand Council for Educational Research, Wellington 1993)

READING COMPREHENSION What is it? How do you teach it? By Susan Dymock and Tom Nicholson (NZCER, Wellington 1999)

READING COMPREHENSION What is it? How do you teach it? Supplementary Material : Transactional By Susan Dymock and Tom Nicholson (NZCER, Wellington 2002)

GUIDED SILENT READING *using non-fiction text*

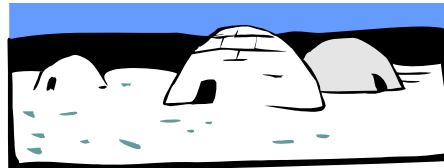
sample LESSON PLAN from BOOK THREE

Set 2:2 LESSON PLAN		Stick Insects	
RA 8 - 9		SJ Part 1 Number 2 1988	
SPECIFIC LEARNING OUTCOMES Students can.....		Summary A short article about stick insects, their ability to hide themselves, and how to look after them.	
Critical Thinking 1. Identify text structure / select main ideas in non fiction text 2. Respond to non-fiction text through Bloom's Taxonomy		Text structure A descriptive text structure (focuses on one topic - stick insects). Can be diagrammed as an information web (Activity 7) using topic headings like those in the <i>Summary of Text</i> below.	
Exploring Language 3. Identify "hooks" in the introduction to a non fiction article 4. Identify summarising and reflective statements in the conclusion of a non fiction article		Introduction - statement to create interest (slight hook). Body of Text - simple paragraphs covering a range of topics. Conclusion - none.	
Processing Information 5. Gather, sort, summarise, present information		Conclusion - none.	
GSR Strategies		Text divided into Chunks for GSR	
BEFORE READING	Introduce the title Stick Insects Brainstorm what the students know already about stick insects. What are they, what do they look like? "What information do you expect to find in this article?" information about stick insects - no other clues in the title		Summary of Text (Step
GUIDED READING	Page 7 Paragraph 1 : Introduction "How has the author introduced the topic? Is there a hook?" "you have to look carefully" is a hook.		Summary of text <u>Description</u> <ul style="list-style-type: none"> • green or brown • looks like a stick or branch
For each selected chunk of text . . . Step 1: SET A PURPOSE As you read <ul style="list-style-type: none"> • Look for the main topic • Think of a suitable heading READ SILENTLY "Engaging the reader"	Page 7 Paragraph 2 A description of what a stick insect looks like		<u>During the day</u> <ul style="list-style-type: none"> • stay still • avoid being eaten by birds and lizards
Step 2: RETELL and CLARIFY Have we got the message right? <ul style="list-style-type: none"> • DETAILED RETELLING to make sure the text has been read closely • CLARIFY AS WE GO to ensure vocab and concepts are understood "Developing sentence level comprehension"	Page 7 Paragraph 3 What stick insects do during the day		<u>Hiding</u> <ul style="list-style-type: none"> • front legs in front • other 4 legs hold on • spring up and down • look like twigs swaying in the breeze
Step 3: SUMMARISE What is this passage about? <ul style="list-style-type: none"> • Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk • Reduce information to bullet points - ie. main ideas "Developing big picture comprehension" (see page 2 for further details)	Page 8 Paragraph 1 Other ways that stick insects camouflage themselves		<u>Breeding</u> <ul style="list-style-type: none"> • very few males • if no male, eggs hatch as females
FOLLOW UP ACTIVITIES	Page 8 Paragraph 2 Information about breeding		<u>Different types</u> <ul style="list-style-type: none"> • 20 kinds in NZ • can be 14cms long • brown and prickly looking
Go through the ACTIVITIES sheet with the children Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints / needs of children	Page 8 Paragraph 3 and Page 9 Paragraph 1 The number of different kinds of stick insects and a description of one		<u>Stick insects as pets</u> <ul style="list-style-type: none"> • easy to keep • plenty of fresh food • a leafy twig from where you found them
How to look after a stick insect if you have one as a pet	Page 9 Last paragraph How to look after a stick insect if you have one as a pet		Conclusion "How has the author finished off the article? Look for summarising and reflective statements." no conclusion

GUIDED SILENT READING *using non-fiction text*
sample ACTIVITIES from **BOOK THREE**

Snow Houses

by Kim Westerskov



Set 3:5 ACTIVITIES

School Journal
 Part 1 Number 4 1988

KNOWLEDGE — What are the facts

1. Name the two kinds of snow houses mentioned in the article.
2. How long did it take to make the mound firm ?
3. How cold did it get at night ?

Bloom's Level One
 Locating literal
 information from the text

COMPREHENSION — Show that you understand the information

4. Why do you think the people in the article didn't make an igloo?
5. Do you think it would be very warm inside the snow mound? Why?

Bloom's Level Two
 Interpreting information

APPLICATION — Using what you have read in the article

6. Imagine you are in Antarctica and have to spend a night outside in the snow. Write in your diary about your efforts to build a snow mound and the night you spent in it.

Bloom's Level Three
 Using the information
 in the article in another
 situation

ANALYSIS — Organising information from the article

7. Make a FLOW CHART to show, step by step, how to make a snow house. If you use pictures make sure you include captions or labels to explain.

Bloom's Level Four
 Organising the information
 diagrammatically

SYNTHESIS — Coming up with new ideas

8. Think of another way to make a snow mound. Describe it.
9. Draw a plan of a luxury snow house. Label your picture.

Bloom's Level Five
 Creating new ideas
 from the information

EVALUATION — Seeing both sides

10. *"There is no reason for anyone to go to the Antarctic"*
 List your reasons for agreeing with and disagreeing with this statement.

I agree because.....	I disagree because....

Bloom's Level Six
 Evaluating an idea.
 Learning to see both
 sides of an argument

Making judgments about information

11. Give this article a rating from 1 to 10 depending on how much information there was in it.

10 ----- 5 ----- 1
 Lots of information Some information No information

Write down a reason for giving the rating you have decided on.

Making judgments
 about the quality of
 the writing based on
 the amount of
 information

Set 1:1 LESSON PLAN

Baby Mice

RA 7-8

SJ Part 1 Number 5 1990

by June Walker

SPECIFIC LEARNING OUTCOMES

Students can.....

Critical Thinking

1. Identify text structure / select main ideas in non fiction text
2. Respond to non-fiction text through Bloom's Taxonomy

Exploring Language

3. Identify "hooks" in the introduction to non fiction passages
4. Identify summarising and reflective statements in the conclusion of a non-fiction article

Processing Information

5. Gather, sort, summarise, present information

Summary

A short report on a mother mouse, her babies, where they sleep and how she looks after them when they are very young.

Text structure

A descriptive text structure (focuses on one topic - the mouse family) Can be diagrammed as an information web (Activity 5) using topic headings like those in the *Summary of Text* below.

Introduction - there is no hook in the introduction.

Body of Text - very short simple paragraphs.

Conclusion - a reflective statement.

GSR Strategies

Text divided into Chunks for GSR

Summary of Text (Step 3)

BEFORE READING

Brainstorm what the students already know about mice.

Introduce the title **Baby Mice**

"What information do you expect to find in this article?"

.....**information about baby mice - there are no other clues in the title**

GUIDED READING

For each selected chunk of text . . .

Step 1:

SET A PURPOSE

As you read

- Look for the main topic
- Think of a suitable heading

READ SILENTLY

"Engaging the reader"



Step 2:

RETELL and CLARIFY

Have we got the message right?

- DETAILED RETELLING to make sure the text has been read closely
- CLARIFY AS WE GO to ensure vocab and concepts are understood

"Developing sentence level comprehension"



Step 3:

SUMMARISE

What is this passage about?

- Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk
- Reduce information to bullet points - ie. main ideas

"Developing big picture comprehension"

(see page 4 for further details)

Paragraph 1 : Introduction

"How has the author introduced the topic? Is there a hook?"

.....**there is no hook just some initial information.**

Where baby mice sleep

- in a nest
- with their mother
- warm and cosy

Paragraph 2

How the babies get restless and what they do

May need to clarify - *restless (vocab)*

Wandering from the nest

- they get restless
- leave the nest
- get lost
- squeak

Paragraph 3

The squeaking is a signal for the mother

May need to clarify - *too high for our ears to hear (new concept)*

Lost signal

- we can't hear it
- mother mouse can
- goes looking for her babies

Paragraph 4

What mother mouse does when she finds them

Back to the nest

- carries them in her mouth
- one at a time

Paragraph 5 : Conclusion

"How has the author finished off the article? Look for summarising and reflective statements."

.....**makes a reflective statement about how lucky the baby mice are**

FOLLOW UP ACTIVITIES

- Go through the ACTIVITIES sheet with the children
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints / needs of children



Baby Mice

by June Walker



Set 1:1 ACTIVITIES

School Journal
Part 1 Number 5 1990

KNOWLEDGE — What are the facts

1. Where do the baby mice sleep ?
2. How does the mother mouse carry her babies ?

COMPREHENSION — Show that you understand the information

3. Draw four pictures (like a comic strip) showing what happened to the babies.

APPLICATION — Using what you have read in the article

4. Imagine you are a baby mouse. Describe why you get lost and how you feel when it happens.

ANALYSIS — Organising information from the article

5. Make an INFORMATION WEB titled *Baby Mice* using the information in this article.

SYNTHESIS — Coming up with new ideas

6. Design a new nest for the babies so that they can't go too far away from their mother.
Draw a picture of your design and show how it works with labels.

EVALUATION — Seeing both sides

7. "*Mice are not good mothers*"
List your reasons for agreeing with and disagreeing with this statement.

I agree because.....	I disagree because....

Making judgments about information

8. Give this article a rating from 1 to 10 depending on how much information there was in it.

10 ----- 5 ----- 1
Lots of information Some information No information

Write down a reason for giving the rating you have decided on.

Set 4:5 LESSON PLAN

Counting Lambs

RA 9½—10½ SJ Part 2 Number 3 2000

by Sarah Reid

SPECIFIC LEARNING OUTCOMES

Students can.....

Critical Thinking

1. Identify text structure / select main ideas in non fiction text
2. Respond to non-fiction text through Bloom's Taxonomy

Exploring Language

3. Identify "hooks" in the introduction to a non fiction article
4. Identify summarising and reflective statements in the conclusion of a non fiction article

Processing Information

5. Gather, sort, summarise, present information

Summary

A description of how the use of technology (ultrasound scanning) is helping farmers take better care of their animals.

Text structure

A sequential text structure (series of events which progress over time). Can be diagrammed as a flow chart - the scanning process (Activity 7).

Introduction - something that wasn't possible, now is (a hook).

Body of Text - description of the scanning procedure.

Conclusion - includes a summary and a reflective statement.

GSR Strategies

Text divided into Chunks for GSR

Summary of Text (Step 3)

BEFORE READING

Introduce the title **Counting Lambs**

"What clues are there in the title? What information do you expect to find in this article?"

"How could technology help farmers count lambs?"

GUIDED READING

For each selected chunk of text . . .

Step 1:

SET A PURPOSE

As you read

- Look for the main topic
- Think of a suitable heading

READ SILENTLY

"Engaging the reader"



Step 2:

RETELL and CLARIFY
Have we got the message right?

- DETAILED RETELLING to make sure the text has been read closely
- CLARIFY AS WE GO to ensure vocab and concepts are understood

"Developing sentence level comprehension"



Step 3:

SUMMARISE

What is this passage about?

- Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk
- Reduce information to bullet points - ie. main ideas

"Developing big picture comprehension"

(see page 4 for further details)

Page 24 Paragraph 1

"How has the author introduced the topic? Is there a hook?"

.....**states what the problem was in the past and that there is now an answer - the reader wants to find out how**

Page 24 Paragraph 2

The answer - scanning ewes the same way we scan humans

May need to clarify - *ultrasound*

Page 24 Paragraph 3 and Page 25

When the scanning is done and how it is set up

When sheep are scanned

- ewes 2 months pregnant
- 3 months before lambs due

Scanning

- operator brings special equipment
- one sheep at a time
- sheep must have empty stomachs

How it works

- moves sensor over stomach
- must be quick
- sound waves bounce off the lamb
- computer turns waves into a picture
- can tell how many lambs

Page 26 Paragraphs 1,2,3

How the ultrasound scan works

Page 26 Paragraph 4

What is done with the results - marking the sheep

Marking the sheep

- one lamb = orange spray
- no lambs = purple spray
- 2 lambs = no spray
- most of the sheep are having 2

Page 26 Paragraph 5

What is done with the sheep who are having twins

Special treatment

- ewes with twins given extra grass

Page 26 Paragraph 6

How long it takes and how much it costs

Cost

- 300 sheep an hour
- 50 cents a sheep
- for 1500 sheep it costs a lot

Page 27 Paragraph 1

Uses of scanning with other animals

Other animals

- cows and dogs
- make sure everything is alright

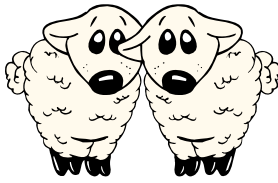
Page 27 Last 2 Paragraphs : Conclusion

"How has the author finished off the article? Look for summarising and reflective statements."

.....**summary statement : makes farmer's job easier and can save animals**
reflection : may still make mistakes

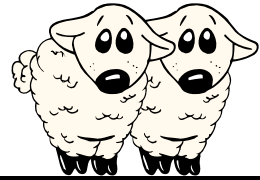
FOLLOW UP ACTIVITIES

- Go through the ACTIVITIES sheet with the children
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints / needs of children



Counting Lambs

by Sarah Reid



Set 4:5 ACTIVITIES

School Journal
Part 2 Number 3 2000

KNOWLEDGE — What are the facts

1. What colours are the ewes sprayed and why ?
2. What happens to the ewes that are having twins ?
3. How much does the scanner charge per ewe ?

COMPREHENSION — Show that you understand the information

4. Why does an empty stomach make the scan show up more clearly ?
5. How long does a lamb spend inside its mother before being born ?
How did you work it out ?

APPLICATION — Using what you have read in the article

6. Design an advertisement to send to all farmers telling them about the benefits and the costs of having their sheep scanned.

ANALYSIS — Organising information from the article

7. Draw a step by step FLOW CHART to show what happens on scanning day.
If you use pictures make sure you include captions or labels to explain.

SYNTHESIS — Coming up with new ideas

8. Design a better system for scanning the sheep - a pen that holds the sheep still and a way of sorting them into those having twins, one lamb, and no lambs.

EVALUATION — Seeing both sides

9. *"We should use technology as much as we can in farming"*

List your reasons for agreeing with and disagreeing with this statement.

I agree because.....	I disagree because....

Making judgments about information

10. Give this article a rating from 1 to 10 depending on how much information there was in it.

10 ----- 5 ----- 1
 Lots of information Some information No information

Write down a reason for giving the rating you have decided on.