

## **LPF Reading Exemplar**

### **Sarah's Secret**

#### **Task Description**

In this reading activity, students read a simple short story about Sarah who thought that there was a tiger living under her bed and eating up all her socks, toys and notes. She finally found out the truth when the family moved her bed to prepare for Grandma's visit. Students then responded to the related questions.

#### **Preparation**

Before the reading activity, the teacher aroused students' interest in Sarah's secret by asking the following questions:

- How would you feel if there was a tiger living under your bed?
- What would you do about it?
- Would you tell your friends and family about it? Why or why not?

## Learning Outcomes – ATMs 2-3

### ATM 2

Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

### ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

Questions	When students respond to the questions appropriately, they can:
<p>1. What is the story about?</p> <p><input checked="" type="checkbox"/> a. <i>Sarah's secret about the tiger</i></p> <p><input type="checkbox"/> b. where tigers live</p> <p><input type="checkbox"/> c. Grandma coming to stay</p>	<p>ATM 3</p> <ul style="list-style-type: none"><li>identify main ideas explicitly stated in the text, e.g. 'Sarah has a secret.'</li></ul>
<p>2. a) What happens first in the story?</p> <p><input checked="" type="checkbox"/> a. <i>Sarah talks to Jamie.</i></p> <p><input type="checkbox"/> b. Sarah talks to herself.</p> <p><input type="checkbox"/> c. Sarah talks to Mum.</p> <p>b) What happens next in the story?</p> <p><input type="checkbox"/> a. Sarah talks to Jamie.</p> <p><input type="checkbox"/> b. Sarah talks to herself.</p> <p><input checked="" type="checkbox"/> c. <i>Sarah talks to Mum.</i></p>	<p>2a)</p> <p>ATM 2</p> <ul style="list-style-type: none"><li>identify characters and sequence of events in the story</li></ul> <p>2b)</p> <p>ATM 2</p> <ul style="list-style-type: none"><li>follow ideas by understanding the use of simple cohesive devices, e.g. 'After school'</li></ul>

<p>3. How does Sarah feel about the tiger?</p> <p><input type="checkbox"/> a. She loves it.</p> <p><input type="checkbox"/> b. She thinks it is silly.</p> <p><input checked="" type="checkbox"/> c. <i>She is afraid of it.</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>infer feelings by using clues in close proximity, e.g. ‘Sarah has to jump into bed like a cat so that it can’t reach out...’</li> </ul>
<p>4. What does Mum find under Sarah’s bed?</p> <p><input type="checkbox"/> a. a tiger</p> <p><input type="checkbox"/> b. Grandma</p> <p><input checked="" type="checkbox"/> c. <i>socks, toys, and notes from school</i></p>	<p>ATM 2</p> <ul style="list-style-type: none"> <li>locate specific information by identifying key words, e.g. ‘moved your bed’, ‘not a tiger’, ‘socks’, ‘toys’, ‘notes from school’</li> <li>follow ideas by understanding the use of simple cohesive devices, e.g. the connective ‘but’ to link contrasting ideas</li> </ul>
<p>5. What do you think might happen next in the story?</p> <p><input type="checkbox"/> a. Mum gets angry with Sarah.</p> <p><input type="checkbox"/> b. A real tiger arrives.</p> <p><input checked="" type="checkbox"/> c. <i>Sarah helps Mum get the room ready for Grandma.</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>make predictions about the likely development of the story by identifying key words, e.g. ‘Grandma’, ‘coming to stay’, ‘make more room’</li> </ul>
<p>6. a) Is Jamie a boy or a girl?</p> <p><u><i>A boy.</i></u></p> <p>b) Write down the sentence that gives you this information.</p> <p><u><i>‘Her brother Jamie doesn’t believe her.’</i></u></p>	<p>ATM 2</p> <ul style="list-style-type: none"> <li>locate specific information by identifying key words, e.g. ‘Her brother Jamie’</li> </ul>

### Full text

Sarah has a secret. A tiger lives under her bed. She's never seen it but she knows it's there because it eats socks, toys and notes from school. Sarah has to jump into bed like a cat so it can't reach out and grab her with its claws. Her brother Jamie doesn't believe her. "Tigers *don't* live under beds," he explains. "Tigers live in jungles and zoos. They **ROAR** and snarl."

"This tiger lives in the dirt, dust and dark," says Sarah.

"After school I'll show you there's not a tiger living under your bed," says Jamie.

After school Mum says, "Grandma is coming to stay so we moved your bed to make more room."

"Did you find a tiger?" Sarah asks.

"No, not a tiger but lots of other things," laughs Mum. "Some socks, toys and notes from school."

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