Session C

Objectives:

Demonstration learning strategies to use with non-fiction texts Provide participants' with hands-on activities to development skills of using strategies suitable for their learners' levels and contexts.

> ➤ *to gain an understanding of how meanings are constructed in different non-fiction text types.*
>
> ➤ *to gain an understanding of how non-fiction texts are structured and how they create different meanings to serve specific purposes;*
>
> ➤ *to model effective questioning techniques to help learners transitioning from KS2 to KS3, comprehend the author's meaning inside non-fiction texts higher order thinking skills and enhance their reading of fiction texts*
>
> ➤ *to extend teacher participants' repertoires to include a wide variety of follow-up activities for the application of reading with non-fiction texts.*

C 3.1 Understanding the differences between non-fiction texts and fiction texts and to be able to identify their features

C 3.1.1 Workshop Activity 5

Indicate what do you know about non-fiction texts – place statements for each arrow?
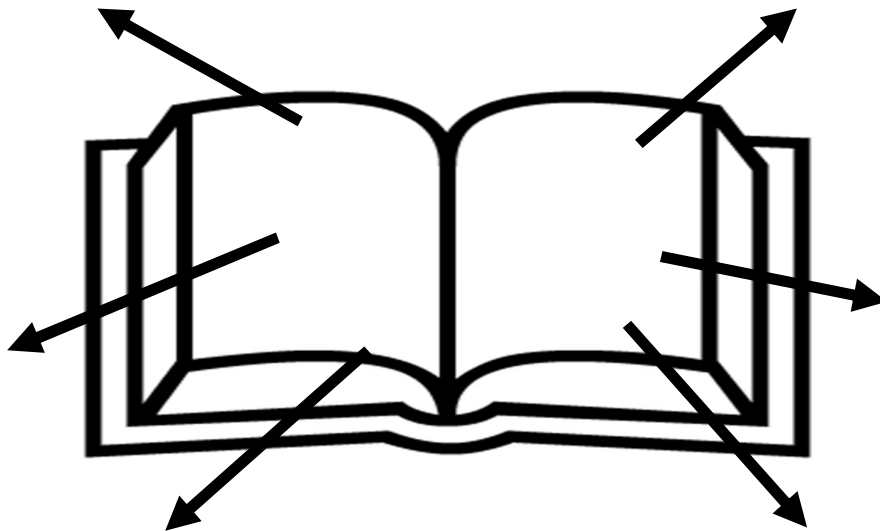
Compare and contrast one of the fiction texts available in this session with a non fiction text.

List some of the ways they are different from each other.

1. Fiction texts ……………………   Non Fiction……………………

2. Fiction texts ……………………   Non Fiction……………………

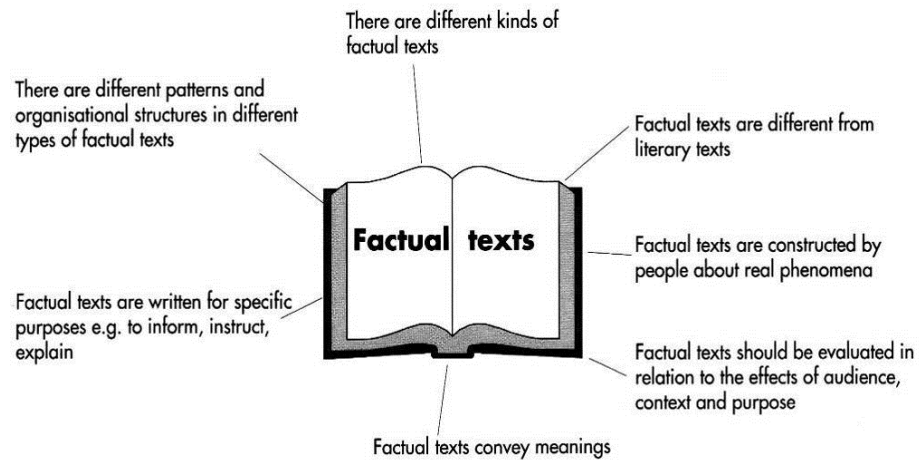**3. Fiction texts ……………………   Non Fiction……………………**

4. Fiction texts ……………………   Non Fiction……………………

C 3.2 Strategies to help KS2- KS3 transition readers Understand how meanings are constructed in non-fiction text.

There are different kinds of factual texts

There are different patterns and organisational structures in different types of factual texts

Factual texts are different from literary texts

Factual texts

Factual texts are constructed by people about real phenomena

Factual texts are written for specific purposes e.g. to inform, instruct, explain

Factual texts should be evaluated in relation to the effects of audience, context and purpose

Factual texts convey meanings

Taken from "Strategies for Reading Factual Texts"
NSW Department of School Education, 1997 (p.6)

Mammals	Fish	Reptiles	Birds	Amphibians
Warm-blood feed young with milk have skin covered with hair	live in water Cold blood have fins have gills have scales	breathe air have scaly vertebrates lay eggs	Warm blood lay eggs have feathers have wings	live on land live in water Have backbones
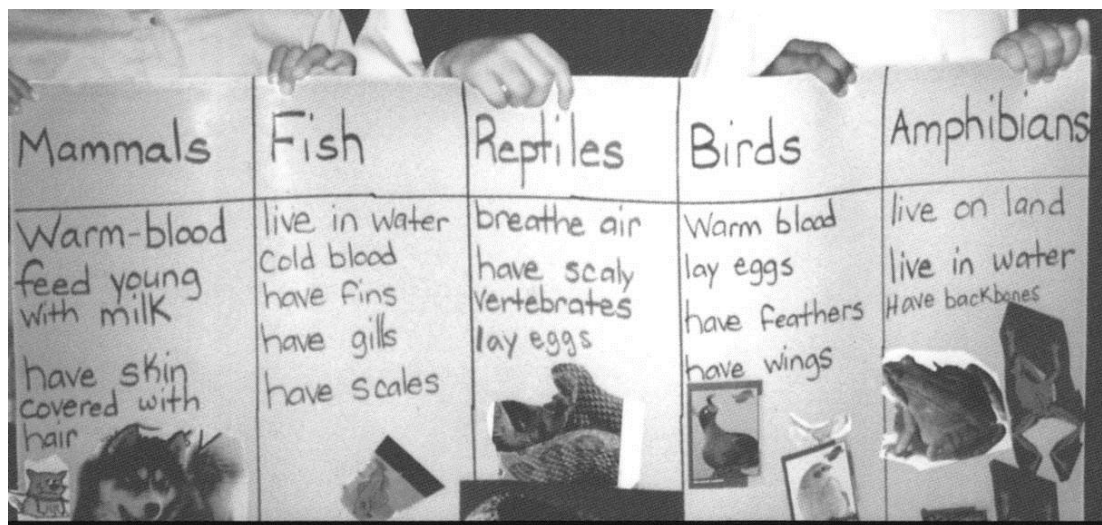
C 3.2.1 Written Text Types – Information Texts

Readers who are moving from KS2 into KS3 need to be made aware of the difference in terms of structures (organisation) and language features identified in different text forms (text types). In what follows a number of texts are explored and their text types identified as well as noting what function it serves and what features are specific to each of them.

Information Texts (sometimes called factual texts)

- ➢ a text that provides information about something
- ➢ used as a way to gain a better understanding about a living or non-living subject
- ➢ uses facts to explain something
- ➢ gives details about a topic
- ➢ does not contain personal views
- ➢ is usually written, but can also be presented orally

Topics include: cars, animals, rainforests, pollution, smart phones

Structure of an Information Text

Title, or heading ó tells the reader what topic is covered in the report.

Table of Content ó is included in books. It outlines the sequence of content in the text

The classification ó the first paragraph explains the aspects of the topic that will be covered.

The body paragraphs ó where the topic of the report is covered in detail. These paragraphs use factual information to give the reader a better understanding of the topic. Often, these paragraphs are broken up by sub-headings to help organise the information.

The closing statements ó coda - give final details or facts about the topic. It may also be used to review what the report was about.

Visual elements óphotos, graphs, maps or diagrams - help understand the topic.

A glossary ó found at the end of an information text. It is a list of technical words used in the report and their definitions.

Index ó indicates topics covered and lists the page number where this information can be found.

The bibliography ó a list of resources like books, magazines and websites, which were used to help write the information report.

C 3.2.2   Writing Information Texts

Information Texts: A P5 class had been reading a text on sharks in their reading lessons. Planned follow-up activities involved a joint teacher-class construction of an information report. The teacher provided a scaffold to support studentsø learning by constructing a proforma to organise information. The students used the information in the proforma to independently construct a report.

We can see that the student has:
- constructed a basic descriptive information report
- written a statement of classification in the first sentence
- included information about location, movement, appearance, reproduction
- used action verbs to write about behaviour
- used the simple present tense
- used adjectives to describe a sharkøs appearance, e.g. grey, brownish
- used technical language, e.g. reproduce.

C 3.2.3   Information Texts: A Report

Take a look at the '*Star Ferry'* Broadsheet (taken from Young Post SCMP 1/1/2011).

How has the author Chris King constructed the report?
What subheadings have been used and why?

Subheading	Information provided	Descriptive terms
A Dorabjee Naorojee Mithaiwala (why this subheading?)		
B In the morning		
C A Fleet of Stars		
D Keeping up with the times		

Why has the author written this report?

C 3.2.4   Information Texts: Recount

A factual recount tells about something that happened in the past. The details in a recount can include:

- what happened,
- who was involved,
- where it took place,
- when it happened and
- why it occurred.

A text that uses a factual recount will tell about an event. Recounts are usually given in the order that the events occurred. Recounts can be:

- factual, such as a news story,
- procedural, such as telling someone how you built something and
- personal, such as a family holiday or your opinion on a subject.

Structure of a Recount Text

Title or Heading

Orientation – introductory paragraph, introduces the topic or event – the who, what, where, when, why and maybe how.

Body paragraphs – recount the sequence of events, in chronological order (the order that the events happened).

Conclusion, or re-orientation – the author can give personal opinions about the topic or event, and comment on how this event or topic may affect other things in the future.

C 3.2.5   Workshop Activities 7

Annotate this text by drawing arrows from structures and Language features to the appropriate parts of the text.

Our Trip to Ocean Park
What social purpose does this text fulfil?

.

Linguistic Structure Indicate (draw an arrow to í)		Language features
		Mark: **Naming Nouns (common) (proper)**
Orientation	We were really excited last Friday because it was the day that we were going to Ocean Park. We arrived at school early to catch the bus. Some of our parents waited until we left so they could say goodbye. We sang songs on the way and the teachers just talked.	
Event 1		**Action verbs in the past tense**
		Conjunctions (casual)
Event 2	At Ocean Park we were put into groups and we had to stay in those groups all day. We saw lots of different marine animals when we were at Marine Land. My favourite animals were Ada and Gina the bottlenose dolphins born at Ocean Park on the same date that I was born.	
Event 3		**Conjunctions (additional information)**
Event 4		**Conjunctions (time)**
	After that we had to quickly go to see the pandas at Panda Land. Pandas are endangered animals we need to protect their habitat.	**Adjectives to describe nouns**
		Adverbs to describe actions
	We left Ocean Park early to catch our buses back to school. We did not have time to go on the cable car. I hope to go again so I can take a ride.	**Technical language**

C 3.2.6   Information Texts: Explanation

- describes how things work and why things happen in nature or in the human world.
- shows how things are similar or different:
    ‑How do fresh water and salt water differ? How are they similar?'
- provides answers to questions that the reader (or listener) may have on a certain subject.
- solves a problem or situation
- is used to teach people new information.

Workshop Activity 8

Take a look at the '*Animal Stranglers*' Broadsheet (taken from Young Post SCMP 2/6/2010).

How has the author Ellen Whyte constructed the explanation text?
What subheadings have been used and why?

Subheading	Information provided	Descriptive/technical terms
A Snakes that Smother (why this subheading?)		
B ………………..		
C ………………		
D ………………		
E …………………..		

Why has the author written this explanation?

C 3.2.7   Information Texts: Exposition – Persuasive/Argument Text

- *Presenting the topic*: opens with statements of the issue/topic to be addressed
- *Presenting the viewpoint*: states a position the author takes and suggests what needs to be changed
- *Reinforcing with supporting Facts*: describes and explains and offers cause and effect information about the issue/topic provides facts and argues with reasons and answers questions that the reader (or listener) may have on the topic; uses emotive language
- *Sums up what with what needs to be done* ó suggests action

Workshop Activity 9

Take a look at the '*Poor Pandas …*' Broadsheet (taken from EsJunior 3/6/2010).

How has the author Maggie constructed the persuasive text?
What subheadings have been used and why?

	Subheading	Main point of the paragraph	Descriptive/technical Emotive terms

A
```
Snakes that Smother
```
(why this subheading?)

B
…………….. . .

C
……………

D
……………

E
…………………..
```
What are reason/s why the author has written this text?
```

C 4.0   <u>Overview of Non-fiction Text Types</u>

Text type	Purpose	Structure	Language features
Report	To classify and/or describe	1. **Introduction identification/classification** 2. **Description/information paragraphs** 3. **Conclusion (optional)**	• Use general nouns • Use related verbs are/is • Use simple present tense • Adverbial phrases • Use technical terms • Paragraphs with topic sentences
Recount	To retell a series of events	1.Orientation who, what, where, when, why 2. Events in time sequence 3. Conclusion (sometimes an evaluation)	• Use nouns, pronouns to identify people, animals, things • Use action verbs to refer to events

			• Use past present tense to locate events in relation to author's time • Use adverb & adverbial phrases • Adjectives to describe nouns • Use conjunctions and time connectives to sequence events
Explanation	**To explain how or why something occurs**	**1.Identification of the thing** **2.Explanation sequences** **3. Conclusion (optional)**	• Use general and abstract nouns. • Use action verbs • Use simple present tense • Use passive voice • Use conjunctions of time and cause • Use noun groups e.g. *the large cloud, particles of gas and dust* • Use abstract nouns e.g. *the temperature* • Use adverbial phrases • Use complex sentences • Use technical terms

Exposition	To persuade by arguing one side of an issue	1.**Position statement** thesis 2. **Arguments** 1 onwards paragraphs 3. **Restate position**	• Use general nouns • Use abstract nouns • Use related verbs e.g. *it is* simple present tense • Use thinking verbs e.g. *people believe* • Modal verbs e.g. *must, should* • Model adverbs e.g. *certainly we must try* • Use connectives e.g. *firstly, secondly*, etc • Use that link arguments *firstly, therefore* • Use evaluative language e.g. *important, significant, good* • Use technical terms
Description	**To describe people, events, places and things**	1. **Introduce the subject/topic to be described** 2. **Descriptive category: appearance, habits, behaviours and other information** 3. **Conclusion (optional)**	• Use particular nouns • Use variety of adjectives • Use related verbs to provide information about the subject • Use thinking/feeling verbs to express personal view • Use action verbs to describe behaviours • Use adverbials • Use similes, metaphors and other types of figurative language, particularly in literary descriptions

C 4.1   Alignment with KS2-KS3 Curriculum Guide:

Learning Target specific to Reading Non-Fiction Text	
● *Knowledge Strand KS2 (*(Eng Lang. Curriculum (P1-S3) 2002 p.31) - to understand how English (texts) work, including how grammatical features contribute to meaning and how non fiction texts are organised	● *Knowledge Strand KS3 (*(Eng Lang. Curriculum (P1-S3) 2002 p.32) - to interpret and use extensive information (acquire from non fiction texts) through processes of sequencing, describing, classifying, comparing, explaining, inferring, summarising and drawing conclusions. To understand how (non fiction) texts work in relation to differences between formal and informal (fiction and non fiction) how texts are organised and express (their meaning)
● *Understand, interpret and analyse different written texts* KS2 *Construct meaning from non fiction texts* - **recognize recurrent patterns in language structure, such as word structure, word order, sentence structure** - understand the information provided on the book cover **(e.g. on the spine or blurb), index and glossary** - recognize the format and language features of **a variety of text types, e.g. journals, letters, menus, reports** - predict the likely development of a topic by recognizing key words, using personal experiences, and **making use of context** and knowledge of the world - understand the connection between ideas by identifying cohesive devices, **e.g. also, at last, because, first, however, if, therefore,** - re-read the text to **establish** and	● *Understand, interpret and analyze different written texts KS3* Achieve all listed in KS2 plus … *Construct meaning from non fiction texts by* - make use of knowledge of the world to make sense of the written text - acquire, extract and organize information relevant to specific tasks - relate facts, opinions and information from a variety of print sources - understand different feelings, views and attitudes - differentiate fact from opinion - identify implied meanings through inferencing - recognize how writing

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confirm **meaning**
- skim a text to obtain a general impression and the gist or main ideas

● *Locate information and ideas*
   - **identify details that support the gist or main ideas**

scan a text to locate specific information by using strategies such as looking at **headings and repeated phrases**

● *Locate information and ideas*
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conventions affect meaning and cohesiveness
- understand how sentences and parts of a sentence relate to each other
- understand the use of discourse markers
- know what a word or phrase refers to in the previous or subsequent context

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C 4.2   Teaching Strategies for use with a Non-fiction Text

Prior to reading of a non-fiction text - Predicting

Teaching strategies to build background knowledge through: **Predicting**

Teacher Questions:

1. *What clues can we get from the cover about what the text is about?*
2. *Does the title give us a clue?*
3. *What makes you think it is going to be about that topic?*
4. *What do the illustrations remind us of? Where have we seen these images before?*
5. *What might the text talk about?*

(i)   Motivate interest and enthusiasm towards the text and give the readers a purpose for reading it, e.g. *this text is going to help us to learn more about the topic of ...*

(ii)   Ask students to predict using the question probes in the text box to the left and in activating prior knowledge (remember to return later to check whether their predictions were correct and confirm their efforts).

C 4.2.1   Prior to reading of the Non-fiction Text – Brainstorming

> Teacher strategies to build background knowledge through:
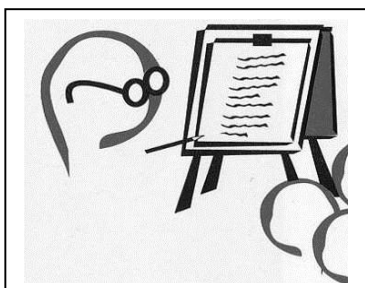>
> **Brainstorming**

Teacher Questions:

1. What do we already know about the topic? What do we want to know?

2. What kinds of words will the author use to talk about this topic?

3. What do you think the author's purpose was for writing this text?

4. What will we learn from this text?

Once the topic has been determined:

(i)   Activate readersø prior knowledge and their current range of vocabulary and ideas related to the topic of the text.

(ii)   Record information readers provide on the board, post-it notes, large chart paper or interactive whiteboard (categorizing can occur as a second step) ó use KW columns (see example below). Also record studentsø comments, judgements, expressed opinions (remember to return to the list after the reading to make comments on the accuracy of the information listed and add what was learned in the L column).

K What We Know	W What We Want to Learn	L What We Learned
They hatch from eggs.	Are their feet called wabbly?	Chickens' bodies are covered with feathers.
They sleep.	Do they live in the woods?	Chickens have 4 claws.
They can be yellow or other colors.	What are their bodies covered with?	Yes, they do have stomachs.
They have 2 legs.	How many toes do they have?	Chickens like to play in the sun.
They have 2 wings.	Do they have a stomach?	They like to stay warm.
They eat food.	What noises do they make?	They live on farms.
They have a tail.	Do they like the sun?	
They live on a farm.		
They are little.		
They have beaks.		
They are covered with fluff.		

C 4.2.2   Prior to reading of the Non-Fiction text – New words/vocabulary & Language

Teacher Questions:

1. Here are some words you might not have heard before. [Show the word in a sentence from the text.] Can you guess the meaning of the word?

2. Can we guess the meaning from the word itself - is there a smaller word inside it that we already know?

3. Can we guess the meaning from what the sentence is about?

Teacher strategies to build background knowledge through:

New words/phrases or language patterns

(i)   Introduce any new words/phrases and language patterns from the text that might hinder understanding, e.g. words/terms specific to the topic or grammatical features which are important in making links between ideas e.g. õ*Later on* ...ö in recounting, õ*On the other hand...*ö in discussing, or õ*Nevertheless...*ö in arguing.

(ii)   Identification of unfamiliar words by students by, for example, brainstorming, skimming and scanning, discussion, viewing, etc.

(iii)   Provide definitions for the new words, discuss them and place them within contexts which clarify their meaning.

(iv)   Use cloze activities to place key words in context.

C 4.2.3   Using Adrian Bruce's Vocabulary Detective Strategies

Spread your fingers and quickly scan down the words on this page. Which words would you like clarification on?

Leader explains each word orally, **with no recording**, then casually reminds the students of the word meaning when it is encountered in context.

DO YOU NEED SOME CLARIFICATION ON THE WORD 'CLARIFICATION'?

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Which words do you think might result in us not fully gaining the author's intention if we don't know their correct meaning?

Delegate the words to be clarified to members of the group. Allow a few minutes to use dictionaries to research the words. Write the formal meanings onto a large sheet of paper & discuss the new words in context when the group arrive at them.
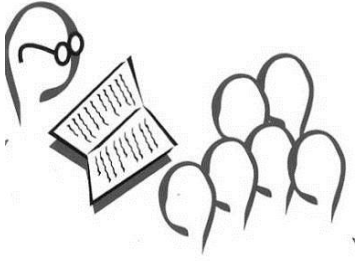
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Choose 5 words that you think the group would benefit from having a better understanding of.

Add these words to a vocabulary list & define them. Revisit definitions when they are encountered in the text.

BY THE AGE OF TEN PEOPLE KNOW ABOUT 34 000 WORDS.

eading of the text - Modelling
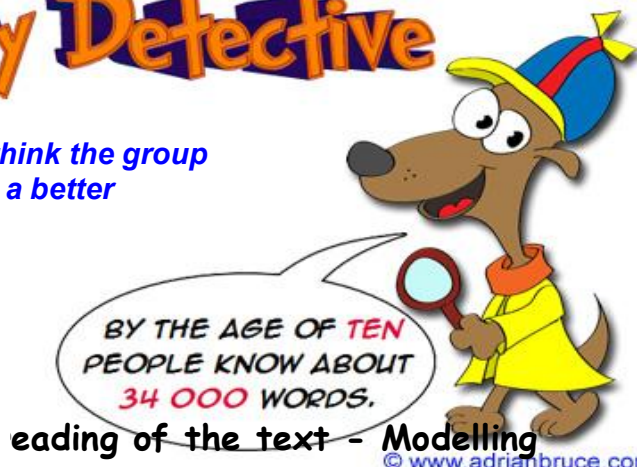
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| Teacher strategies to scaffold students' interaction with texts: |
|---|
| **Modelling** |

Teacher Questions:

1. Why are you reading this text? Are you reading for enjoyment; to retell to someone else; to answer questions; or to gain information?

2. How can you locate specific information in the text?

3. How can we find out if this text might have an answer to a question we have about the topic?

i) Model how to use the method of skimming - reading to gain an overall understanding of the content of the text.

ii) Model how to scan for information - reading to locate specific information or answer questions (remember to draw readersø attention to the table of contents and index).

iii) Re-reading - reading to check and confirm meanings and understandings, and to clarify details.

C 4.3.1   After Reading: Responding to texts – Using cloze
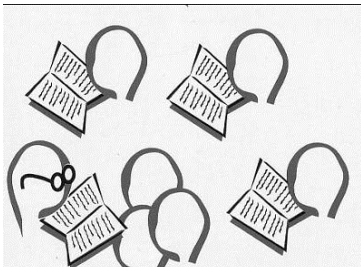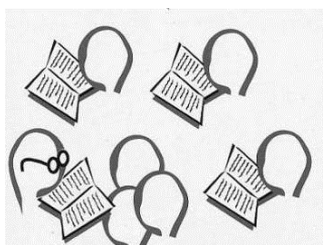
Teacher Questions:

1. What word would make sense in this group? Can we predict from the sentence it is in?

2. If you read <u>ahead</u> to the next sentence, will that help you to predict the missing word or phrase?

3. If you read <u>back</u> to the previous sentence, will that help you to predict the missing word or phrase?

Teaching strategies to support students' responses through:

Using Cloze

(i)   Revisit the text a second time, but this time parts of the text are covered or deleted. Readers complete the missing parts of the text using clues, which the text provides. Leave the first and last sentences intact, thus providing a context for students. (Cloze can require students to predict *appropriate* words that maintain the text's meanings. They do not have to be the exact words of the original text).

(ii)   Deletions can vary depending on the focus of the response to the text – they can include new vocabulary/technical terms, grammatical items such as reference links, verbs (for tense and subject-verb agreement) and structural features of texts, such as a step in a procedure. Skills can be developed in readers to assist them in completing cloze activities successfully.

C 4.3.2 After Reading: Responding to texts – Using note-making

Teaching strategies to support students' responses through:

Note-making (Appendix E)

Teacher Questions:

1. What is the first (second, third etc) main idea? We can list this in this way....[model on a chart] via a concept map; or a Venn diagram (Appendix B)

2. What is the structure of the text [refer to text type structure lists B 1.3]?

3. In what order is the

(i) Model how to extract and record the main ideas of a written or media text in an organised and systematic way to:
- assist comprehension,
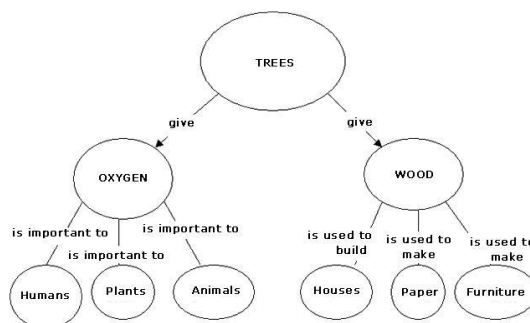- identify key concepts
- assist the recall of information

(ii) Develop studentsø note-making skills by:
- providing opportunities for students to skim, scan and identify key words
- posing key questions prior to reading
- providing a scaffold or worksheet for the notes ó e.g. short and long answer charts & concept maps
- modelling the process of extracting information and recording ideas in clear and succinct language
- anticipating the structure of the text by using knowledge of the text type
- ordering information, i.e. sequencing the key points in order to enhance understanding of text content.

1.

Topic: Spiders	Focus Question: What do spiders look like
Short Answer	Long Answer
many types *2 body parts* *8 legs* *compound eyes*	*There are many types of spiders. They vary in colour, size and shape. Spiders have two body parts*

2.

2.Birbili Maria 2.Birbili Maria (2007)http://ecrp.uiuc.edu/v8n2/birbili.html http://interactives.mped.org/view_interactive.aspx?id=127&title

C 4.3.3   After Reading: Responding to texts – Using retelling
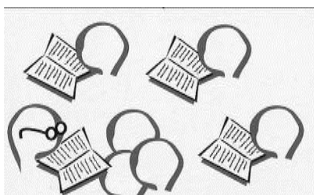
Teacher Questions:

1. *What can we recall was the first information provided (then second, third etc.)? (use previous note-making guides)*

2. *Can you tell another class member about the information in the text?*

3. *Can you tell another class member what new information you learned from the text?*
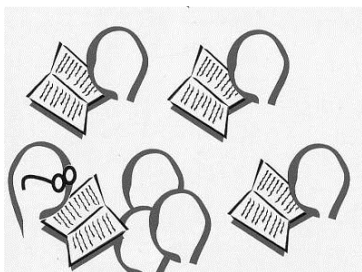
Teaching strategies to support students' responses through:

Retelling

Model how to carry out a retelling ó demonstrate using both written and visual media ó recalling the significant parts of the text in a logical and sequential way.

Retelling can be done:

- visually, e.g. drawing a series of visuals to show the sequence of an explanation

- performance, e.g. miming the life-cycle of a butterfly. It is important that students revisit the original text to confirm or modify their retelling

- written, e.g. a book review

- spoken, e.g. an oral retelling

C 4.3.4　After Reading: Responding to texts – Using writer's/reader's viewpoint

Teaching strategies to support students' responses through:

Writer's viewpoint and reader's viewpoint

Teacher Questions:
1. *What information is the text giving us? Is it fact or is it opinion (See example below)?*
2. *How can you tell what the author thinks about the topic? Are there 'attitude' and 'tone' words such as – 'should', 'must' etc*
2. *Do you agree with the information/opinions the author gives you?*
3. *What information, facts or ideas has the author not told us about the topic?*

(i) Modelling how to recognise the writer's viewpoint can assist readers to understand
- how the writer's attitudes and values are reflected in the text, and
- how these attitudes and values might influence them as readers or viewers.

(ii) Recognising the writer's viewpoint involves identifying opinion, bias and point of view in a text.

These can be revealed through examining:
- the choice of words used
- the visuals that accompany the words
- the information included
- the information not included, and
- the tone used by the writer.

Resource for Comparing & Contrasting:

(i) http://www.readwritethink.org/materials/compcontrast/

(ii) http://www.readwritethink.org/materials/compcontrast/map/

Fact	Opinion
Rubbish pollutes	All rubbish should be recycled
Rubbish takes up space	Rubbish is useless
Some rubbish can be recycled	There should be fines for not recycling
Rubbish can be smelly	Rubbish is ugly

C 5.0   Using a non-fiction text in the classroom:
Senses
By
Jinny Johnson

Inside the <u>Kingfisher Young Knowledge</u> series called *'Senses'*, the author helps KS2 & KS3 learners discover the world of science with stunning photographs that zoom in on details, a lively text that speaks directly to the learners about familiar subjects.

Plan for the use of a factual text inside Reading Workshops	
Title of Text: ***Senses*** ***by Jinny Johnso*** ***(Kingfisher Young Knowledge)***	Duration: Session 1 ó 35 mins Sessions 2 ó 5 ó (4 x 35 mins)
Level: **P5/P6 & S1/ 2/3**	**Reading Workshop Content** Reading *Senses* by Jinny Johnson provides a model for fluent reading and appropriate reading behaviours when reading factual texts. It familiarises students with the different purposes factual texts fulfill, and the different conventions of written English used in factual text, the different ways of reading factual texts (not from the beginning ó front, to the end ó back, as in literary texts) but by dipping into the text where certain information you are interested in.
Related Modules: ***Wonders of nature KS2*** ***Nature and the Environment KS3***	
Theme: ***Understanding how our senses work***	Reading factual texts such as *Senses* exposes students to the language structures and organisational features of factual texts that differ markedly from literary texts.
Focus Questions • *Why do authors write factual texts?* • *When do we use factual texts in our daily lives? (list these)* • *What are all the different forms of information that can be learned from factual texts?* • *What do factual texts look like inside the cover?* • *What language conventions (rules) are used by authors of factual texts?*	The text provides models of illustrations, charts and diagrams to enhance meaning and presents technical vocabulary in the context of an authentic text and enables students to make text to self, text to text and text to world connections. Inside the Reading Workshop, the text can be read multiple times to support studentsø developing understandings of particular text types ó in this book explanation is the text type used.

Book Title: *Senses* **Text Type:** *Factual – Information Report*
Level: P5-P6, S1,2,3
(T- teacher; S- students)

Learning Outcomes	Supported Reading	Follow-up sessions
Students will be able to * read and discuss a factual text * identify the characteristics of factual texts * pose questions * participate in research and write their own factual texts * document and record discoveries * share their findings.	Orientation to the text (presenting the text): ➢ T then S: Read the front page title and the back page ➢ T then S: Identify the author/s ➢ T generates questions that encourages S to predict what the text might be about (draw on clues from the cover) ó write these on the board to refer back to after the first reading: checking if predictions were correct. ➢ T asks students to predict purpose of the text, i.e. why the author/s wrote the text? What type of text it is? ➢ During the first reading, mask the text, have students look at supporting illustrations before uncovering the text and reading it. Reading *Senses*. Prepare a KWL 1. What we *know* about senses. 2. What questions we *would like* answered about our senses 3. What we have *learned* about our senses Before reading, complete columns 1 & 2. As the reading proceeds, add headings and supporting information or further questions. Show the design of the book, focusing on the fact that it is arranged differently from literary tests ó it has a contents page and an index at the back (have examples of other factual books and show other content pages). Ask students why a factual book has these structural features. ➢ Begin reading the text and at the same time involve the students in discussions that are focussed on the language and organisational features of the texts. ➢ Have some students record new/unfamiliar technical language on a prepared sheet/board/computer. ➢ Continue reading the book, and engage students in discussion about: how pictures and diagrams provide information; how subheadings indicate the topic; how definitions provide information on new words, e.g. nerves, etc. (discuss what definitions are) ➢ The book offers some fun and easy projects for the classroom ó have the materials to carry out one of the projects following the first reading. Re-read the text	After Supported Reading (Task-based in small groups) ➢ Activity 1: teacher works with a group of 5-6 students Revisit the text spending time discussing illustrations, charts, and graphs. Explain how these teach us about the topic and provide essential information as well as stimulate interest. Keep your questions open-ended so that students are processing the information and articulating it on their own. Ask questions like "What can you tell about___ from the graph/diagram, etc.?" ➢ Activity 2 (Small group): Focus on just one sense, e.g. Seeing ó draw and label the eye ó write a description of the eye to accompany the drawing (teacher will need to provide models of a description for students to follow) ➢ Activity 3 (Group work): Construct a page after pp.16-17 for that gives information about dogs and their ability to hear. Students need to follow the model of the language and layout of pp. 16 ó 17. Then read other factual texts about dogs and their hearing. ➢ Activity 4: Re-read =Smelling thingsø on pp. 26-27. Draw up a chart that will enable the group to record the results from a class survey (i) what they like to smell, and (ii) what they donøt like to smell. The group needs to write up the results in a simple information report. [Teacher will need to provide a model of an information report for the students to follow.]

Extension Activities for *Senses*

Extension Activities

- Carry out the four activities/experiments pp.40-47 and discuss the results. A competent P5 or P6 class or a class in S1 or S2 could write up a report of the experiments.
- Groups of students could carry out further research into questions about what happens when one of our senses doesnøt work ó when a person is blind or when a person cannot hear and how science helps these people lead normal lives.
- Invite a guest from the community who can share information about people with sense disabilities ó or invite a disabled person to talk about how they manage without a particular sense.
- Websites with guides on using factual texts in the classroom http://www.readwritethink.org/lessons/lesson_view.asp?id=187 and http://www.readinglady.com/mosaic/tools/tools.htm

C 5.1   Workshop Activity 9

Steps:

1. Using the non-fiction text 'Senses' available for this session
2. Jot down the transcript of how the session might proceed inside the blank charts provided below (A3 sized sheets will be made available).

Group 1   Prior to reading of 'Senses' - Predicting
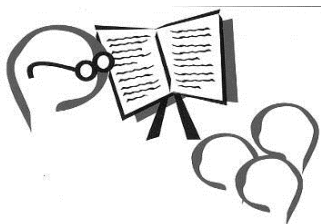
Predicting

Teacher Questions:

1.What clues can we get from the cover about what the text is about?

2. Does the title give us a clue?

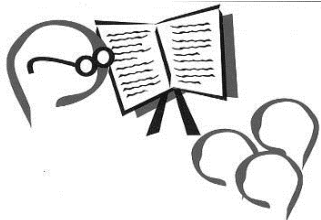3. What makes you think it is going to be about that topic?

4. What do the illustrations remind us of? Where have we seen these images before?

5. What might the text talk about?

(iii)   Motivate interest and enthusiasm

(iv) Ask students to predict using these question probes

Group 1   Prior to reading of 'Senses' – Brainstorming

Brainstorming

Teacher Questions:

1.What do we already know about the topic? What do we want to know?

2. What kinds of words will the author use to talk about this topic?

*3. What do you think the author's purpose was for writing this text?*

4. What will we learn from this text?

(iii)   How you will activate readersø prior knowledge and their current range of vocabulary and ideas related to the topic of the text

(iv)   How you will record information readers provide

K	W	L
What We _Know_	What We _Want_ to Learn	What We _Learned_
They hatch from eggs.	Are their feet called wabbly?	Chickens' bodies are covered with feathers.
They sleep.	Do they live in the woods?	Chickens have 4 claws.
They can be yellow or other colors.	What are their bodies covered with?	Yes, they do have stomachs.
They have 2 legs.	How many toes do they have?	Chickens like to play in the sun.
They have 2 wings.	Do they have a stomach?	They like to stay warm.
They eat food.	What noises do they make?	They live on farms.
They have a tail.	Do they like the sun?	
They live on a farm.		
They are little.		
They have beaks.		
They are covered with fluff.		

Group 2   During the reading of 'Senses' – New words/vocabulary & language
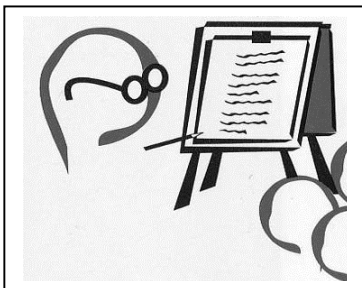
New words/phrases or language patterns

(i)   What are any new words/phrases and language patterns from the text?

Teacher Questions:

1.Here are some words you might not have heard before. [Show the word in a sentence from the text] Can you guess the meaning of the word?

(ii)   What might be the unfamiliar language patterns, grammatical aspects?

2. Can we guess the meaning from the word itself - is there a smaller word inside it that we already know?

(iii) What definitions might be needed for the new words?

3. Can we guess the meaning from what the sentence is about?

Group 3   During the reading of 'Senses' - Modelling

Modelling

Teacher Questions:

1. Why are you reading this text? Are you reading for enjoyment?; to tell someone what it is about?; to answer questions?; or to gain information?

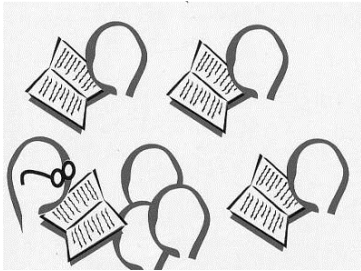*2. How can you locate specific information in the text?*

3.How can we find out if this text might have an answer to a question we have about the topic?

(i)   model how to use the method of skimming ó by í ..

ii)   model how to scan for information -

iii)   re-reading ó

Group 4   After Reading 'Senses': Responding to texts – Using cloze

Teaching strategies to support students' responses through:
### Using Cloze

Teacher Questions:

1.What word would make sense in this gap? Can we predict from the sentence it is in?

2.If you read ahead to the next sentence will that help you to predict the missing word or phrase?

3. If you read back to the previous sentence will that help you to predict the missing word or phrase?

(iii)   Revisit the text a second time but this time parts of the text will be covered or deleted.

Group 5   After Reading 'Senses: Responding to texts –
Using note-making
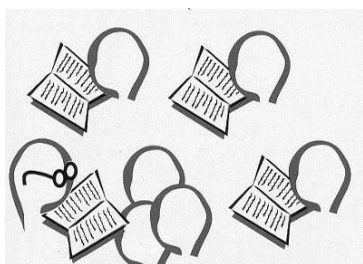
Note-making

Teacher Questions:

1.What is the first (second, third etc) main idea? We can list this in this way….[model on a chart] via a concept map; or a Venn diagram (see below)

2.What is the structure of the text [refer to text-type structure lists (B 1.3)]?

3. In what order is the information presented?

- (i) How will you model how to extract and record the main ideas

- (ii)   How will you develop studentsø note-making skills

1.

2.

Topic: Spiders	Focus Question: What do spiders look like
Short Answer	Long Answer
many types *2 body parts* *8 legs* *compound eyes*	*There are many types of spiders. They vary in colour, size and shape. Spiders have two body parts*

2.Birbili Maria 2.Birbili Maria (2007)
http://ecrp.uiuc.edu/v8n2/birbili.html

Group 6   After Reading 'Senses': Responding to texts – Using retelling
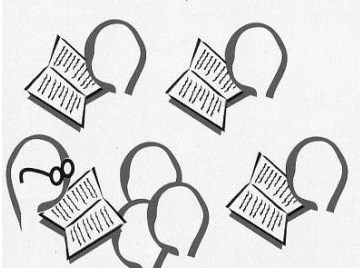
	Retelling

Teacher Questions:

1.What can we recall was the first information provided (then second, third etc)? [use previous note-making guides)]
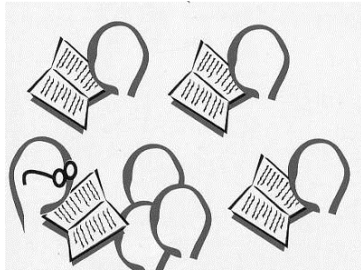
2.Can you tell another class member about the information in the text?

3. Can you tell another class member what new information you learned from the text?

(i)   How will you model how to carry out a retelling

(ii)   What activities will you plan?

Group 7 After Reading 'Senses': Responding to texts – Using writer's/reader's viewpoint

Writer's viewpoint and reader's viewpoint

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(i) How will you model how to recognise the writer's viewpoint

Teacher Questions:

1.What information is the text giving us? Is it fact or is it opinion (See example below)?

2.How can you tell what the author thinks about the topic? Are there 'attitude' and 'tone' words such as – 'should', 'must' etc

2. Do you agree with the information/opinions the author gives you?

3. What information, facts or ideas has the author not told us about the topic?

(iv) *What will be included in the Fact/Opinion chart below*

Fact	Opinion

C 5.2   List of Non-Fiction Texts

Factual Texts in the Book Pack	
Dinosaur Giants *(Factual Report)*	Orang-utans in Danger *(Factual Report)*
Dinosaur World Swimming Giants *(Factual Report)*	Elephants in Danger *(Factual Report)*
So What's it like to Be a Cat? *(Interrogative & Explanation)*	Fins, Wings and Legs *(Explanation)*
Motorbikes *(Description)*	Lions in Danger *(Factual Report)*
Caterpillars Eat so Much *(Explanation)*	Origami (*Procedural*)
Orang-utan Baby *(Factual Report)*	Animal Hospital *(Explanation)*
Apes and Monkeys *(Factual Report)*	Snakes *(Factual Report)*
Tiger Cub *(Factual Report)*	Scary Snakes *(Factual Report)*
How a Tadpole grows into a frog *(Explanation)*	Models *(Procedure)*
Bug Watch *(Factual Report)*	Airline Pilot *(1ˢᵗ Person Explanation)*
True or False Farm Animals *(Question/Answer explanation)*	My Best Book of Big Cats *(Factual Report)*
Senses *(Factual Report)*	Sharks *(Factual Report)*
Stars *(Factual Report)*	Whales *(Factual Report)*
What did Dinosaurs Eat *(Factual Report)*	Lifecycle from Tadpole to Frog *(Explanation)*
Dear Greenpeace *(Recount and expository)*	Animals in Danger *(Factual Report)*
Going to the dentist *(Description)*	Children Around the World KS1 *(Description)*
Keeping Healthy *(Discussion)*	Volcanoes & Earthquakes *(Explanation)*
Puppets Around the World *(Description)*	Bugs and Slugs *(Explanation)*
Dinosaur Explore *(Factual Report)*	Touch *(Explanation)*

C 5.3   Conclusion to Reading Sessions

Conclusion to Reading Sessions
(using either fiction or non-fiction texts)

It is very important to close a classroom Reading Session with a whole class sharing/reflection. The language needed to discuss and reflect will need to be demonstrated ó ways of expressing feelings, explaining understandings etc. will need to be taught, e.g. I was able to learn how a letter of invitation is set out on a page ó I did not know this before today. I now know the names for the parts of the eye.

Reading Session and the Follow-up Response Activities

Ask the students to recount what they did in the session and to list the things they have learnt. Teacher recaps the purpose of the session, gives feedback on how well the students participated and informs the students what will be done as a follow-up to the text.
[Assessment: The teacher needs to develop a proforma to record anecdotal records on each studentøs engagement in Supported Reading ó this can be followed up inside Supported Reading Sessions]

Independent Reading Session

Build into Independent Reading session a whole-class sharing. Giving time to share out aloud what has been read sends a message to the students that the teacher and others are taking seriously the time given to silent Independent Reading ó it registers that it is a valued episode and not a time wasting episode, and that both the teacher and other students really want to know about the text that a particular student is reading and whether he/she is enjoying it and what he/she is learning.