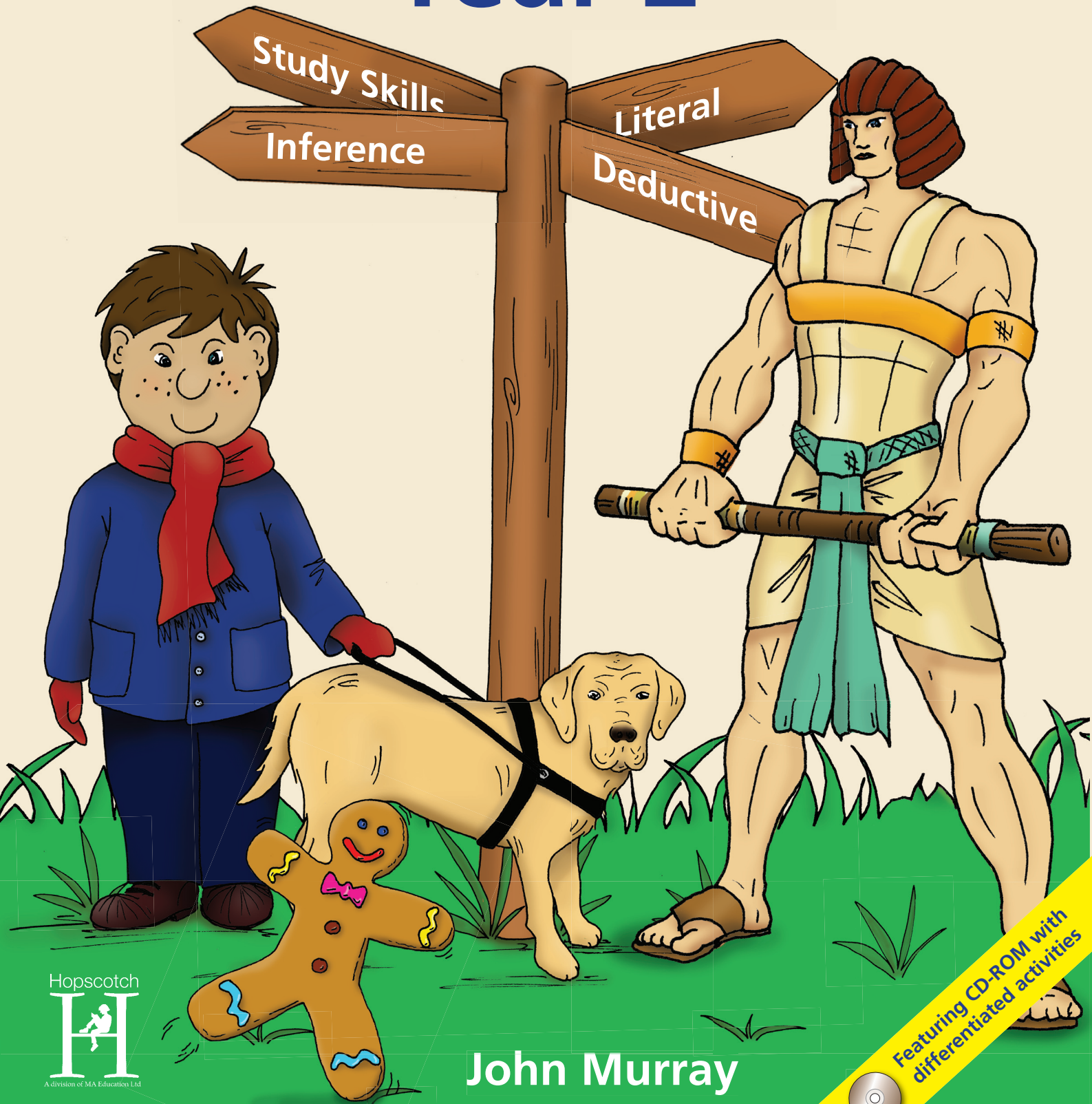


Reading Explorers

A Guided Skills-Based Journey Year 2



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Introduction

About this series

Reading Explorers – A Guided Skills-Based Programme is a self-contained programme of work which has been developed to enhance the teaching and learning of guided reading.

It aims to provide teachers with a scheme of work that will enhance the development and continuity of guided reading throughout the school. More importantly, the programme actively promotes the teaching and learning of specific reading and study skills. The children thus acquire the ability to access, interpret and understand a piece of text, and are encouraged to become more independent thinkers and learners.

The main reason for the programme's success is that it is a skills-based programme which fulfils the needs of the developing learner. The pupils themselves are aware of the specific skills they are hoping to achieve each half term and are actively involved in developing these skills through the use of wipe board and kinaesthetic activities. They are also taught how to analyse the question being asked before they attempt to look for an answer. With this approach, teachers can support the children as they become independent learners in a structured and progressive manner.

The five thinking and reasoning skills contained in this programme are as follows:

Literal thinking
Deductive reasoning
Inferential skills
Evaluative assessment of texts
Study skills which promote wider independent study

There are five books in the series, one book per year group from Year 2 to Year 6, each with an accompanying CD-ROM.

Year 2 (Ages 6-7)
Year 3 (Ages 7-8)
Year 4 (Ages 8-9)
Year 5 (Ages 9-10)
Year 6 (Ages 10-11)

Each book and CD-ROM aims to:

- support teachers by providing a programme of work that covers enough lessons for a whole year
- reduce teachers' preparation time through the provision of differentiated activities and resources
- develop children's comprehension skills through purposeful and stimulating activities
- provide children with the opportunity to access a range of different texts and genres.

About this book

This book is for teachers of children in Year 2 and includes the following:

- A planning matrix of the skills to be taught throughout the series.
- A contents page that gives an overview of which skill a particular text is encouraging.
- Six detailed lesson plans with accompanying photocopiable texts for each half term (36 in total).
- A CD-ROM that is compatible with interactive white boards.

The CD-ROM

This provides differentiated text for each lesson plan. It also contains supporting resource materials which will prove useful when delivering each lesson.

The main text in each book is aimed at the average reading ability of the children of this age range. The texts provided on the CD-ROM are at a level below and a level above the texts in the book. This will allow all children within the classroom setting to access both the text and the specific reading or study skill being taught during each half term.

The planning matrix

A planning matrix is provided immediately after the Sample Lesson Plan. Each ✓ symbol represents how often a particular skill should be taught during each academic year. Each ✓ symbol = 1 half term lasting approximately 6 weeks.

The contents page

Once a skill has been chosen to teach, the teacher can then choose an appropriate lesson within the specific reading skill. As the lessons within each skill are self-contained, they can be undertaken in any order.

Lesson plans

The book contains 36 lessons – enough for six per half term. The heading of each section indicates the specific skill to be taught and practised in each lesson. The lesson plans are divided into four sections:

■ Warm up questions

This part should be carried out first. The questions are usually literal, their purpose being to orientate the children with the text provided.

■ Main questions

This is the main body of the lesson and the types of questions posed here relate directly to the skill being practised.

The same questions can be used with all three texts for each lesson and, where appropriate, the answers are provided in brackets.

■ Essential Vocabulary

These questions or activities support the Main Questions section. They increase children's knowledge and understanding of words and help promote an understanding of why certain words were chosen by the author.

■ Evaluative questions

This section does more than simply help the teacher to round off the lesson. It allows children to speculate on the tone and purpose of the text, as well as to consider the text's audience. It also enables teachers to ask further questions on the social relevance a text may have in today's society.

**Important
information to read
before carrying out
the lesson plans**

How to prepare and carry out the lessons

You will need:

- A wipe board and pen
- Any prompt cards associated with your learning aim (see below)

The children will need:

- A wipe board and pen
- A photocopy of the reading text
- A highlighter pen

Introducing the session to the children

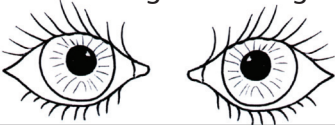
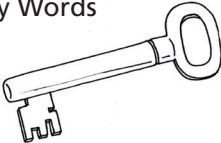

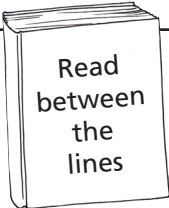
First, settle your reading group and make sure each child has a wipe board, a dry marker and a highlighter pen. It is important that the children know which reading or study skill they are focusing on throughout each half term. Specific learning objectives should be discussed with the children at the beginning of each half term and you can remind them of these at the beginning of each session. A model is provided below:

- Who can tell me what type of questions we are focusing on this half term?
- *Deductive*
- Good. (The teacher now sticks the deductive symbol* on the board) And what did we say the word deductive sounds like?
- *Detective*
- Well done. So as a detective, what do we have to look for?
- *Evidence, clues, proof*
- And where will we find this evidence?
- *We can highlight words or sentences on our sheet.*
- Well remembered. I think you've earned your detective badge now and we can begin. (The teacher now gives each child their own pre-prepared detective badge* to wear during the lesson).

It is important to write the children's answers up so they can be clearly seen throughout your lesson. This will act as a visual reminder to each child of what their learning intention is – not simply for this lesson but for the whole half term.

* Icon included on the CD

Below are examples of the symbols you may wish to use to represent each skill. Over time, the children will recognise and associate each symbol with its relevant skill, especially if the same symbols are used throughout the school.

Literal
Skimming & Scanning 
Key Words 
Deductive
Detective  <div style="display: flex; justify-content: space-around; width: 100%;"> Clues Proof Evidence </div>
Inference


Icons included on the CD

Prior to reading the text

Provide the children with a copy of the text and ask them to scan the page to look for clues which tell them what type of text it is. Is it fiction or non-fiction? What genre of text is it? How can they tell this?

What do they think the text might contain? Ask them to look at the illustrations, title, headings, sub-headings and layout to give them clues. Can they predict what the text will be about? What do they already know about this particular genre?

Ask the children to quietly read through the text to familiarise themselves with it. They can circle any unfamiliar words they encounter. Any words circled can be discussed as a group and, later on, be put into the children's personal dictionaries. These can either be used to provide vocabulary extension work for particular groups or can provide extra words for their weekly spellings.

The warm up questions (3-5 minutes)

Next, ask the questions contained in the 'warm up' part of the lesson plan. This will give the children a purpose for their reading of the text and will enable them to search for specific information as they read. By doing this, the children will orientate themselves with the text provided and be able to use their past experiences to make predictions as to what else the text might consider.

Share the children's answers to the warm up questions. In which part of the text did they find their answers to the questions? Which parts of the text helped them find their answer more quickly? (Encourage the children to use correct terminology such as 'heading', 'first paragraph', 'caption', 'illustration' and 'column'.) Were the children's predictions about the text correct? Were they surprised by the text in any way?

The main questions (15-20 minutes)

During this part of the lesson you will be concentrating on the key skill or question type chosen for your half term focus. For this reason it is important that you give a weighty amount of time to looking at each question.

To determine that the children have understood the question and feel confident enough to start looking for the answer, the following approach can be taken:

A 5-staged helping hand approach



1. Ask the children to turn over their text so that they cannot see it.
2. Write out the question you want to ask on your wipe board and show the children. Ask them to read it and write the most important words or phrases onto their wipe board. When the group has finished, ask them to show each other their answers.

For example, you might write 'what is an amphibian?' The children would read this and write down the key word 'amphibian'.

3. Discuss how relevant the chosen key words are when searching for the answer and where they might find the answer in the text itself. As the children begin to understand that there may be more than one key word in a question, discussion may also take place as to which key word should take precedence over another.

4. Ask the children to turn over their text and begin looking for the answer. Once they have found it they should highlight it on the text and write down the answer on their wipe board.
5. When everyone has finished, ask individuals to reveal their answers by showing their wipe board to the group. Answers can then be discussed accordingly and additional evidence highlighted on the text itself.

Evaluative questions (3-5 minutes)

These questions round the session off and enable the children to reflect on the tone, purpose and overall effectiveness of the text. Exploring these questions will also help the children realise that a text can provide ideas, raise issues and facilitate discussion that goes beyond the confines of the page.

A sample lesson plan

<p>Title and Genre of text:</p>	<p>Key Skill/Question Type:</p> <p>This highlights the specific skill to be taught and practised during each half term.</p>
<p>Warm up Questions:</p> <p>This part should be carried out first, with the purpose of orientating the children with the text and the genre provided.</p>	<p>Essential Vocabulary:</p> <p>These questions and activities support the Main Questions section.</p> <p>They increase children’s knowledge and understanding of words and help promote an understanding of why certain words were chosen by the author.</p>
<p>Main Questions:</p> <p>This is the main body of the lesson and the types of questions posed here relate directly to the skill being practised.</p> <p>The same questions can be used for all three texts for each lesson and, where appropriate, the answers will be provided in brackets.</p>	
<p>Evaluative Questions:</p> <p>This section does more than simply help the teacher to round off the lesson. It allows children to speculate on the tone and purpose of the text, as well as to consider the text’s audience. It also enables teachers to ask further questions on the social relevance a text may have in today’s society.</p>	

Planning Matrix*

This matrix gives an overview of how the various skills are developed throughout the series.

* Each ✓ = 1 half term lasting approximately 6 weeks.

Year 6	✓	✓ ✓	✓ ✓	✓
Year 5	✓	✓ ✓	✓ ✓	✓
Year 4	✓	✓ ✓	✓ ✓	✓
Year 3	✓ ✓	✓ ✓	✓	✓
Year 2	✓ ✓	✓ ✓	✓	✓
Skill and Question type	Literal →	Deductive →	Inferential →	Study Skills

Overview of Year 2 lessons

Literal	Deductive	Inference	Study Skills
Home Sweet Home (A Web Page)	My Musical Mouth (A Performance Poem)	With Love (Instructions)	What type of Learner am I? (A Questionnaire)
Cinderella (A Pantomime Poster)	Splish, Splash, Splosh! (A Safety Leaflet)	"The Hodgeheg" <i>by Dick King-Smith</i>	Alphabots (Alphabetical Order)
Let There Be Light (A Fable)	Wind (A Weather Report)	The Enormous Turnip (A Traditional Tale)	Hamsters I (Using An Index Page)
Frogs (A Life Cycle)	Days Fly By (A Poem)	Let's Get Fit! (A Fitness Test)	Hamsters II (Using a Glossary)
Escape the Aztecs (A Board Game)	Can you Kick it? (A Sports Page)	My Friend Horace (A Character Poem)	B is for Banana (Using a Dictionary)
How the Tortoise got its Shell (A Creation Myth)	Terry's Terrible Tongue (Tongue Twisters)	The Gingerbread Man (A Play)	The Lion (Using a Thesaurus)
River Café (A Menu)	I Spy (An Observation Game)		
The Great Fire of London (An Encyclopaedia)	Time to Go Home, George (A Familiar Setting)		
The Spaceship I (Part 1)	Dogs Who Help Us (A Report)		
The Spaceship II (Part 2)	Fire Stone! (A Blurb)		
The Spaceship III (Part 3)	Fool's Gold (A Series)		
The Spaceship (An Alternative Ending)	People of the Ice (A Piece of Homework)		

Home Sweet Home

Non-fiction

Literal

Warm up Questions:

- Read the speech bubble. Who is talking? (Valdi)
- When did Valdi the Viking live? (about 1000 years ago)
- What material is Valdi's house made from? (wood)
- What time of year do you think it is? (a) spring? (b) summer? (c) autumn? (d) winter? (d) Why? (we don't want the icy wind to blow in)

Main Questions:

1. How much straw was put on the roof to keep Valdi warm, a little or a lot? (a lot) What word tells you this? (thick)
2. What did Vikings put on their walls to keep the cold out? Draw your answer. (animal skins and wool rugs)
3. Why was it so dark in a Viking's home? (no windows)
4. What would Valdi use to chop up more firewood? (an axe) Draw your answer.
5. What might Valdi wear if he had to go out and collect more firewood? (leather shoes)
6. What would Valdi and his family eat on a cold, winter's night? (hot stew)
7. Did a Viking home smell good or bad in the winter? Why? (bad, because the animals lived there too)
8. Could Valdi and his family have a wash in hot water if they wanted to, yes or no? (yes)
9. Where did Vikings store their water? (in a barrel)

Essential Vocabulary:

- Do you think Valdi is an English name or a Viking name? (Viking)
- Do you think it was a good or bad idea to choose this name? Why? (good, because it shows he was a Viking)
- Highlight the word 'icy'. How cold is this word? (a) very cold? (b) a little bit cold? (c) not cold at all? (a)
- Look at the words below. Circle the ones you think are family words to 'icy'.
nice ice mice icicle (ice, icicle)
- Can you find a special word for a metal cup? (goblet)

Evaluative Questions:

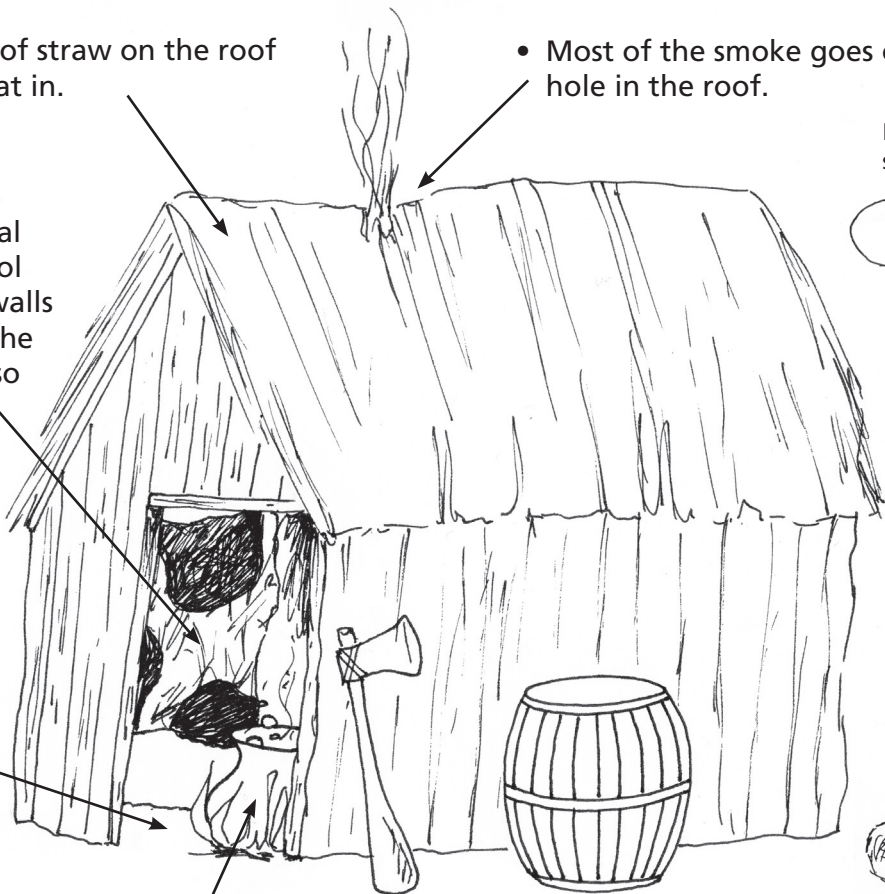
- Do you think it was difficult living in a Viking home? Why? (yes, it was cold and dark)
- Did you enjoy your visit around Valdi's home?
- What was your favourite part? Tell your partner.
- How does your home keep warm today? Make a list with your teacher.
- What do you think Valdi would say if you showed him around your home?
- Write it in a speech bubble.

Home Sweet Home



My name is Valdi and I'm a Viking. About 1000 years ago we lived in houses made of wood like this. In the winter it got really cold. In our time we had no electricity or central heating, so how did we keep warm? Well, come in and see for yourself, but close the door behind you. We don't want the icy wind to blow in, do we?

- A thick layer of straw on the roof keeps the heat in.
- Most of the smoke goes out of the small hole in the roof.
- We put animal skins and wool rugs on the walls to keep out the cold. They also look good.
- We get heat and light from the fire in the middle of my home.
- It's dark in here because we have no windows. But at least the heat can't escape.
- A hot stew and hot water is just what we need to warm our bones on a cold evening.
- In wintertime, our animals live with us. It's a bit smelly but their body heat helps keep us warm too.



Leather shoes



Thick wool blanket



Wooden bowl



Metal goblet

Sharp axe for chopping firewood

Barrel for storing water