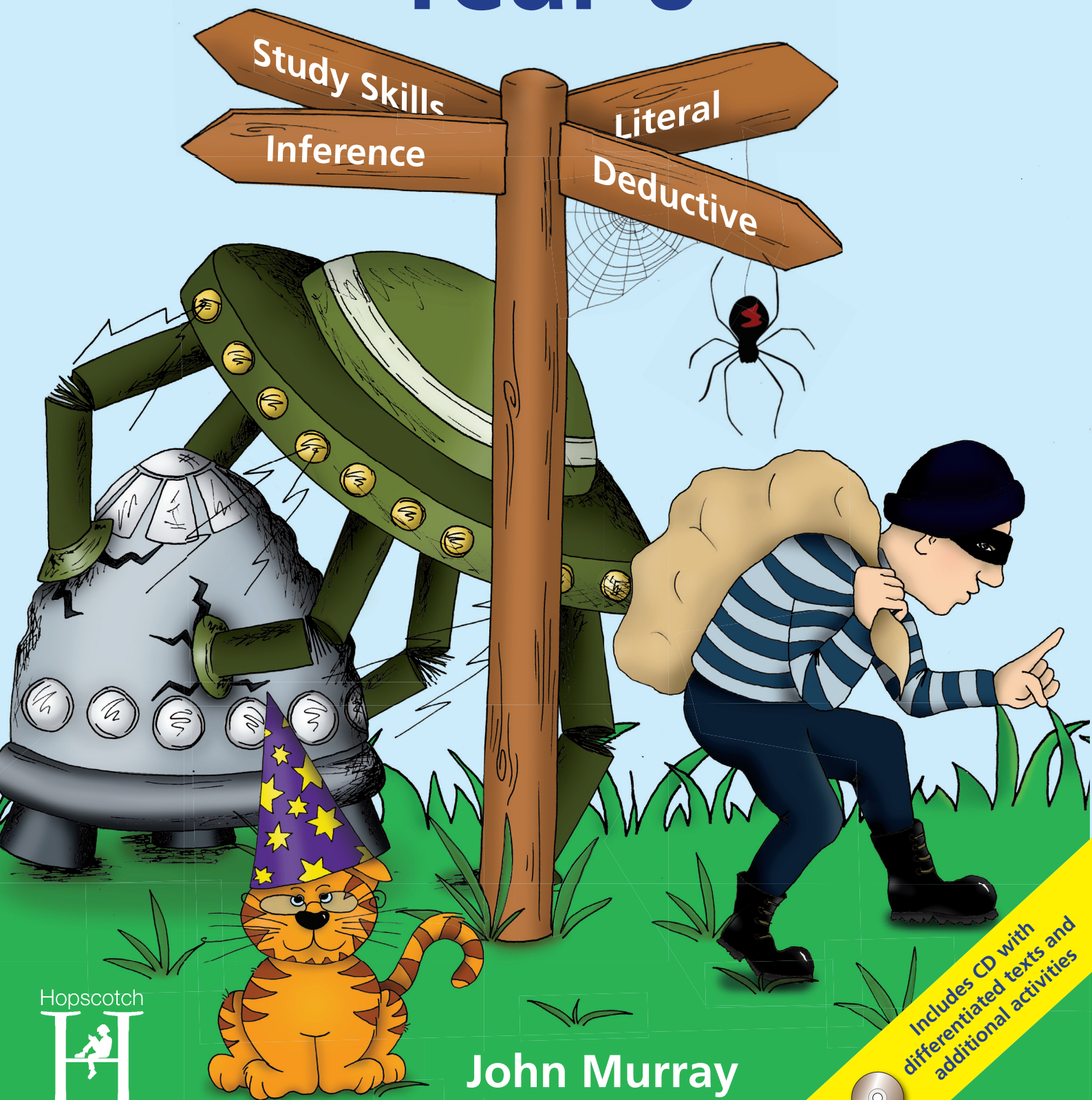


Reading Explorers

A Guided Skills-Based Journey

Year 6



Hopscotch



A division of MA Education Ltd

John Murray

Includes CD with
differentiated texts and
additional activities



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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 6 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

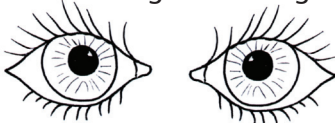
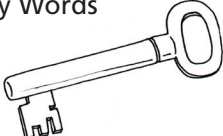

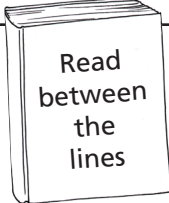
Introducing the session to the children

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.

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 'Do you think the story of the vanishing couple happened many years ago or quite recently?' The children would read this and write down the key words 'couple', 'years ago' and 'recently'.
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 answer 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 6 lessons

Literal	Deductive	Inference	Study Skills
Arachnophobia (A Reference Book)	The Virus (A Thriller)	Snot Science (A Museum Poster)	What kind of a learner am I? (A Questionnaire)
The Gunpowder Plot (A Historical Recount)	A Great Escape! (An E-Mail)	The Warlock's Whiskers (A Radio Play)	The Laughter Library (Library Classification)
Rhodes (A Holiday Brochure)	Tea Time for Tyler (A Twist)	My Brother Jack (A Class Presentation)	Crime I (Using Contents and Index Pages)
Record Breakers (A Fact File)	The Eagle (A Classic Poem)	How I Learn to Spell (A Mind Map)	Crime II (Using a Glossary)
Roald Dahl (An Introduction)	The Peppermint Pig By Nina Bawden	Mayday, Mayday (A Flashback)	Mind your Ps & Qs (Using a Dictionary)
Dingle Village (A Notice Board)	TV or not TV? (A Talk Show)	The Launch (A Poem)	Phoenix Rising (Using a Thesaurus)
	Horror At Fang Rock (A Choose Your Own Adventure)	Charlotte's Web (An Adaptation)	
	I am who I am (A Personal Poem)	On Your Bike! (A Safety Leaflet)	
	Beddgelert (A Welsh Folktale)	Winds of Change (An Argument)	
	UFO Alert! (A Newspaper Report)	A Recipe for Disaster (Poetic Licence)	
	A Penny for your Thoughts (Character & Setting)	A Class Act (A School Play)	
	Abandon Ship! (Science Fiction)	Ozymandias of Egypt (A Classic Poem)	

Arachnophobia

Non-fiction

Literal

Warm up Questions:

- In what type of book might you see this page? (A reference book)
- Why might somebody want to read this page? (to research a topic on spiders)
- Can you think of anybody who might not want to read this page? (anyone who is scared of spiders)
- Why might this be the case? (they would find it frightening and upsetting)

Main Questions:

1. How many eyes do spiders usually have? (8)
Draw your answer.
2. List three countries where you would find the black widow. (Australia, South Africa, USA)
3. How long does it take a trapdoor spider to build its home? (6-12 hours)
4. What type of spider is the goliath spider? (a tarantula)
How big can this spider grow? (25 cm)
5. Which spider has the strongest web? (golden orb weaver spider) Why are scientists trying to copy this material? (so that it can be used in bullet proof vests)
6. If bitten by a black widow spider, what would happen to you? (you would have muscle spasms and sickness) Show your teacher. How long would this last for? (a week) Which black widow would have bitten you, the male or the female? (the female)
7. You want to research more information on spiders. Which website could you visit? (www.kidzone.ws/lw/spiders)

Essential Vocabulary:

- Look up the word 'phobia' in your dictionary. What does it mean? (irrational hatred or fear)
- Can you spot this word in the title? Put a box around it.
- What do you think people with 'arachnophobia' are afraid of? (spiders)
- Highlight the word 'embark'. What do you think this word means?
(a) to get on or to start?
(b) to get off or to finish? (a)
- How do you think you might spell this word's antonym? (disembark)
- Underline the phrase 'keep your eyes peeled'. If someone told you to do this, what would they be asking you to do? Show your teacher
- How do you think the goliath spider got its name? (Goliath was a giant and this is the largest spider in the world)
- Find the word 'venom'. Highlight it. 'Venom' = 'poison'. Highlight another word in this paragraph that means 'poisonous'. (venomous)

Evaluative Questions:

Re-read the introduction.

- How would you best describe its tone? Choose from the list below:
friendly threatening welcoming scary strong (threatening, scary)
- How might this tone put people with arachnophobia off from reading this page? (It would increase their fear)
- Is this echoed in the choice of font used for the title of this page? (yes) How? (it is threatening and scary)
- With your teacher, rewrite the introduction to make this page more appealing to people with arachnophobia.

Arachnophobia

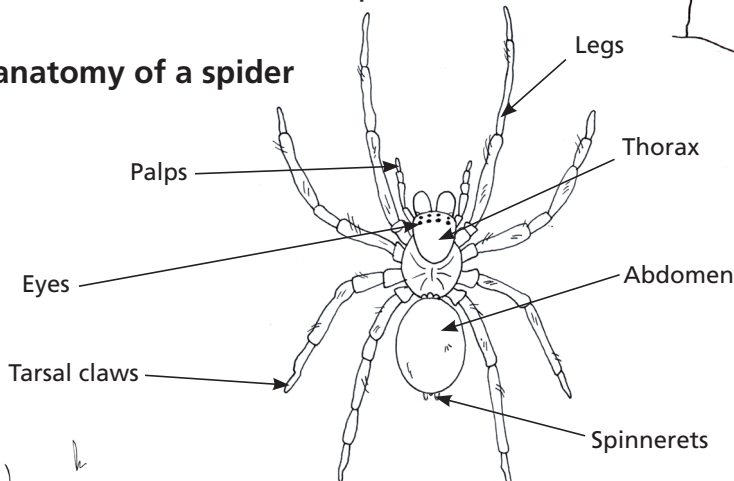
Be afraid. Be very afraid. For we are about to embark on a terrifying journey, a journey that will strike fear into the hearts of many, a journey that will see us peer deep into the dark and sinister world of a vicious killer.

So come, stay close and keep your eyes peeled as we explore the hidden realms of one of Earth's most fascinating and at times deadly creatures...the spider!

Fascinating Fact

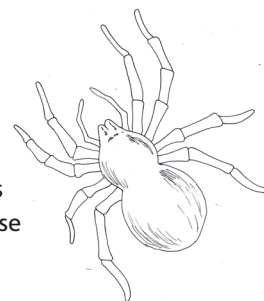
Did you realise that the dragline produced by the golden orb weaver spider is the strongest natural fibre known to man? It is stronger than steel and more elastic than nylon. Scientists in the US are even trying to copy this material to use in bullet proof vests.

The anatomy of a spider



The **giant trapdoor spider** can be found in south-eastern Asia, China and Japan, and measures over 11 cm in diameter. However, this eight-legged fiend does not build webs like any ordinary spider but instead chooses to burrow underground, a process that can take anything from six to twelve hours. Once the burrow is lined with silk and hidden from view by a trap door, these cunning predators lie in wait until the vibrations from a passing insect alert them that dinner is close at hand. Rushing out, they grab their victim and drag them into their lair to feast on their flesh.

The world's largest spider is the **goliath spider** of South America. Because of its size (up to 25 cm in diameter) this spider is fearless and will think nothing of hunting much larger prey such as frogs, mice, birds and even small snakes. In common with all tarantulas, their fangs are designed to strike downwards, rather than work like pincers as with other spiders. And yet despite its size, its large jaws are not equipped for chewing. As with all spiders, chemicals in its saliva help break down its lunch into a liquid 'soup' which it can then suck up. In the case of a large frog or lizard, this process can take up to a day.



The **black widow**, in comparison, is much harder to spot. Black, with a scarlet hour-glass shape on her abdomen, the female measures roughly 1 cm long while the male is much smaller at around 4mm. Located in warmer climates such as Australia and South Africa, this deadly hunter is best known for its venomous bite and accounts for almost half of all cases of spiders biting humans in the USA. Rarely does it result in death, but the toxic venom causes muscle spasms and sickness which may last for a week after being bitten. Interestingly though, it is only the female's bite that is dangerous.

www.kidzone.ws/lw/spiders