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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, as outlined in The National Literacy Strategy.

## About this book

This book is for teachers of children in Year 3 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

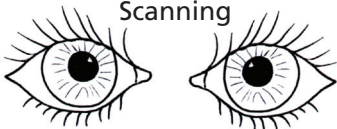
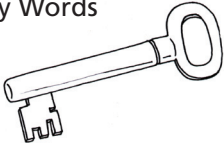

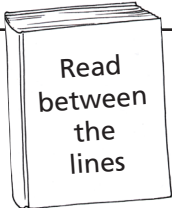
## Introducing the session to the children

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.

<b>Literal</b>
Scanning 
Key Words 
<b>Deductive</b>
Detective  Clues    Proof    Evidence
<b>Inference</b>


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.

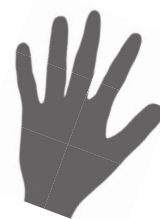
Share the children's answers to the warm up questions. In which part of the text did they find their answers to the questions? Which parts of the text helped them find their answer more quickly? (Encourage the children to use correct terminology such as 'heading', 'first paragraph', 'caption', 'illustration' 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 do big cats use their tongues for?' The children would read this and write down the key words 'big cats' and 'tongues'.

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><b>Title and Genre of text:</b></p>	<p><b>Key Skill / Q. Type:</b></p> <p>This highlights the specific skill to be taught and practised during each half term.</p>
<p><b>Warm up Questions:</b></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><b>Essential Vocabulary:</b></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><b>Main Questions:</b></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><b>Evaluative Questions:</b></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

<p><b>Title and Genre of text:</b> Poetry, Unit 1</p> <h1>The Dragon of Andor</h1>	<h2>Deductive</h2>
<p><b>Warm up Questions:</b></p> <ul style="list-style-type: none"> <li>■ Copy the title onto your wipe board. Do you think this text will be factual or fictional? (fictional)</li> <li>■ Underline the word that tells you this. (dragon)</li> <li>■ On a separate piece of paper draw a picture of your dragon.</li> <li>■ Do you think the dragon will be friendly or scary, fierce or kind, dangerous or safe?</li> <li>■ Explain to the group why you have drawn him like this.</li> <li>■ How many verses does this poem have? (eight)</li> </ul>	<p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>■ Which name is more friendly, Dave or David? (Dave)</li> <li>■ Why do you think the children chose a name beginning with the letter 'D'? (because he was a Dragon)</li> <li>■ Is this a poem that rhymes, yes or no?</li> <li>■ Make a list of the rhyming words you can see in the poem. Pair them up.</li> <li>■ Underline the parts in the words in each pair that rhyme.</li> </ul>
<p><b>Main Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do we know Dave was a friendly dragon? Make a list with your teacher.</li> <li>2. In verse two was Dave a noisy or a quiet dragon? (quiet - he did not roar)</li> <li>3. What colour were Dave's eyes in verse four, blue, green, red or yellow? (red – 'like rubies')</li> <li>4. Look at the various parts of Dave the dragon and say why you think he could be seen in the dark. his eyes (glowed); his skin (shone); his tail (sparkled)</li> <li>5. How do we know in verse five that the knight was violent before he killed Dave? (he had a sword and was mighty and fearsome)</li> <li>6. Were the children sad when Dave the Dragon died? (yes)</li> <li>7. How do you know? (they cried)</li> <li>8. Read the final verse. Does the poet believe adults or children are to blame for war and suffering? (adults)</li> </ol>	<ul style="list-style-type: none"> <li>■ Circle a word in verse five that means 'killed'. (slayed) Do you think this is a hard or soft word? (hard)</li> <li>■ Highlight a word in verse three that means 'very clever'. (wise)</li> <li>■ Can you find an old English word in verse six? (Alas) Write it down. Can you work out what it means? (sadly, unfortunately)</li> </ul>
<p><b>Evaluative Questions:</b></p> <ul style="list-style-type: none"> <li>■ In your own words, write down why you think the knight killed Dave the dragon. Share your ideas with your group.</li> <li>■ Why do you think this was such a bad thing to do?</li> <li>■ When we meet people who look different from us, what should we try and do?</li> <li>■ Now look at the picture you drew at the start of the lesson of Dave the dragon. Do you need to change it? Why?</li> <li>■ What do you think the moral of this poem is?</li> </ul>	



# The Dragon of Andor

*Near the village known as Andor,  
Lay a forest with a cave.  
And here there lived a dragon,  
Whom the children nicknamed Dave.*

*A friendly beast this dragon was,  
He did not roar or bite.  
Taught little ones to love, not hate,  
That never should they fight.*

*With eyes that glowed like rubies,  
And skin that shone like gold,  
This wise and kindly dragon,  
Was considered very old.*

*With a tail that sparkled silver,  
And two wings of diamond white,  
His beauty could be seen by all,  
By day and through the night.*

*But then one day a knight did come,  
With a sword across the land,  
And slayed this beast of beauty,  
With his mighty, fearsome hand.*

*'Alas, why did you do that?'  
Cried the children to the knight.  
'Because he looked so strange, of course,  
He gave me such a fright'.*

*So the age of wise old dragons,  
Came sadly to an end.  
No more could children play with Dave,  
The dragon they called friend.*

*For the knight had brought a world with him,  
A world of tears and pain.  
But still the children looked for love,  
For peace to rule again.*

