

CRABTREE CONNECTIONS

Teachers' Guide

Grades
2-3

Crabtree Connections is a differentiated content-area reading series. Developed by literacy experts and award-winning writers, this series teaches essential nonfiction reading skills in the geography, science, and world history content areas. The series includes texts written at three different reading levels to provide personalized support to all readers while teaching curriculum-based concepts and vocabulary. The series also exposes readers to different kinds of nonfiction writing including persuasive and procedural texts.

What the Romans Did for the World
Roman City Guidebook
A Roman's Soldier's Handbook
Backyard Cookbook
Backyard Encyclopedia
Backyard Heroes
Extreme Places: Could you live here?
Landscape Detective
Passport to Paris

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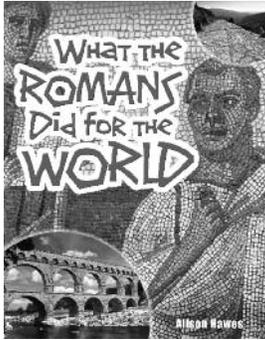
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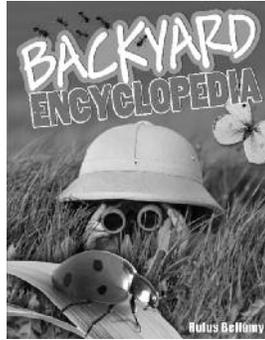
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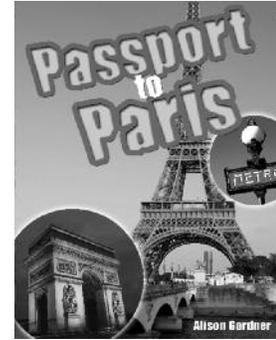
Information text



Book 1: below-level
What the Romans did for the world

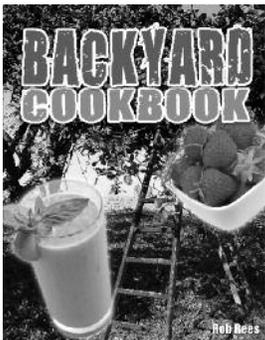


Book 2: at-level
Backyard Encyclopedia

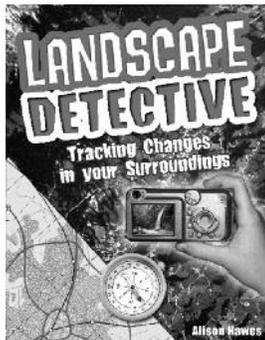


Book 3: above-level
Passport to Paris

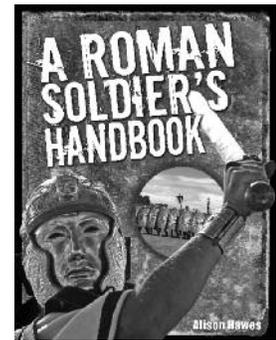
Instruction text



Book 1: below-level
Backyard Cookbook

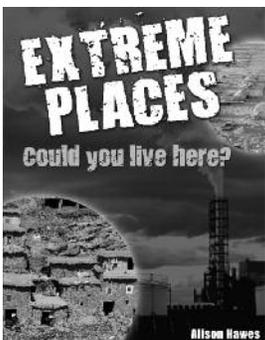


Book 2: at-level
Landscape Detective

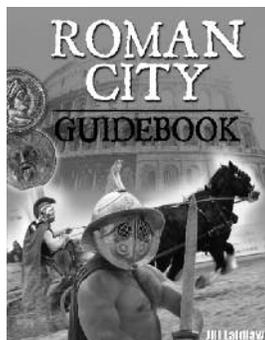


Book 3: above-level
A Roman Soldier's Handbook

Report text



Book 1: below-level
Extreme Places: Could you live here?

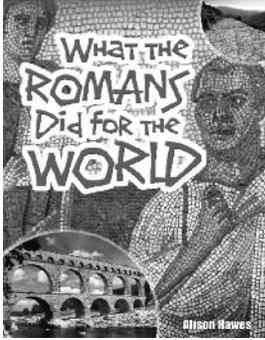


Book 2: at-level
Roman City Guidebook

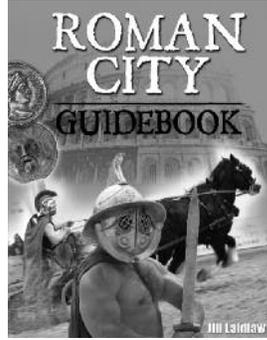


Book 3: above-level
Backyard Heroes

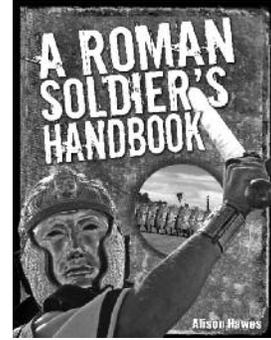
History: Ancient Rome



Book 1: below-level
Information text
What the Romans did for the world

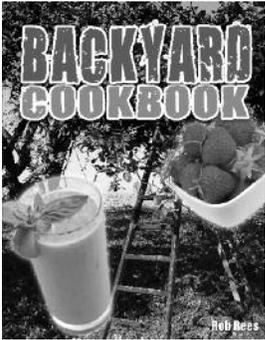


Book 2: at-level
Report text
Roman City Guidebook

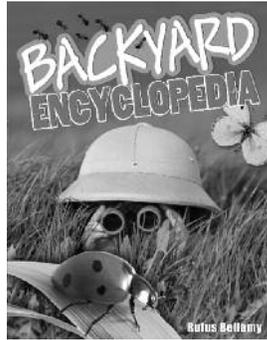


Book 3: above-level
Instruction text
A Roman Soldier's Handbook

Science: Life Science



Book 1: below-level
Instruction text
Backyard Cookbook

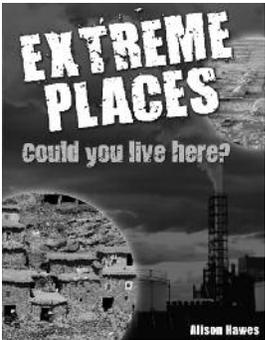


Book 2: at-level
Information text
Backyard Encyclopedia

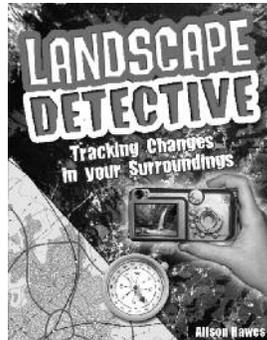


Book 3: above-level
Report text
Backyard Heroes

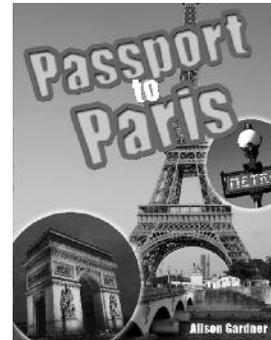
Places: Geography



Book 1: below-level
Report text
Extreme Places: Could you live here?



Book 2: at-level
Instruction text
Landscape Detective



Book 3: above-level
Information text
Passport to Paris

How to use this book: Topic Teaching

What is topic teaching?

In order to engage learners, teachers are actively encouraged to make meaningful links between subjects and to teach skills and knowledge within a relevant context. This is particularly pertinent when it comes to teaching nonfiction reading skills as children need to learn and practice these skills within a lively, interesting, and appropriate context.

The Crabtree Connections series can be used by students as an introduction to a particular topic, in order to introduce the subject and provide them with some background knowledge. This series can also be used during a unit of study to extend subject knowledge. Equally, students could read the books after a lesson—again to extend their knowledge and understanding of the topic they have covered.

How to use this book to cover curriculum topics

This Teachers' Guide provides material for guided reading sessions to support the use of each title in the *Crabtree Connections series*.

The books provide information about specific topics within three core curriculum subjects:

- History – Ancient Rome
- Science – plants and animals
- Geography – places

Within each text type (informational, report, and instructional) the books offer a range of reading levels at the:

- Below-level (below grade level) – less experienced readers
- At-level (at grade level) – for independent readers
- Above-level (above grade level) – for more experienced readers

During the guided reading lessons, not only are students learning key literacy skills through a number of text types, they are also learning how to find the answers to research questions carefully linked to topics covered within the curriculum.

Lesson plans

The ideas given in the lesson plans support topic teaching by:

- encouraging students to find out specific information about each topic

- exploring how they might use the skills they have learned through guided reading in other areas of the curriculum
- supporting them in understanding some of the more technical vocabulary and subject-specific aspects of each topic.

Next steps

This section offers some ideas for further activities, based around the book, that can be carried out by the students. They encourage the students to use the information they have gained from the book and to represent it in a different format and to carry out further research into the topic. These activities could take place in school or be given as independent study.

Resources

Each book is accompanied by a quiz sheet which can be used to extend and deepen children's knowledge of the topic. There are ten questions on each sheet that encourage the students to read the book carefully in order to find the answers. You may wish to create differentiated quiz sheets by selecting certain questions for individual students.

How to use this book: Guided Reading

What is guided reading?

Guided reading is an integral part of the literacy curriculum in many classrooms. It gives students the opportunity to engage with a text, in order to become active, fluent, and independent readers.

In guided reading, the teacher works with a small group of children of similar reading ability, choosing a text that offers an element of challenge. This enables students to:

- read accurately with expression
- use strategies to increase understanding through prediction, inference, and deduction
- develop personal responses to texts through careful questioning and discussion
- read for enjoyment.

Guided reading also offers the teacher opportunities for assessment, through close observation, questioning, and discussion, in order to identify where further support may be needed.

Ideally, each group within a class will take part in one guided reading session, lasting around 20 minutes, each week.

How to use this book for guided reading

This Teachers' Guide provides material for three guided reading sessions to support the use of one group of topic-specific *Crabtree Connections* books.

The books cover different text types:

- Information texts
- Instruction texts
- Non-chronological report texts

Within each text type the books offer a range of reading levels:

- Below-level – for less experienced readers
- At-level – for independent readers
- Above-level – for more experienced readers

In each case, **Lesson One** focuses on the general organization of a nonfiction book, for example, using contents and index pages, and scanning the text for specific words and phrases. **Lesson Two** looks at page organization and reading visual images. **Lesson Three** concentrates on understanding the meanings of words and developing the skills of inference and deduction.

Lesson plans

The content of each lesson is organized in the same format so that children become familiar and comfortable with the structure of a guided reading session.

Introduction

This includes ideas for starting the lesson by discussing what the students think the book is about, establishing prior knowledge, and provides the teacher with modeling strategies that the children will use later in the lesson.

Strategy check

The teacher focuses on strategies that the children will use during independent reading.

Independent reading

Children carry out specific tasks identified by the teacher, based on what has been discussed and modelled earlier in the lesson.

Returning to the text

In this part of the guided reading lesson, the teacher takes feedback from the independent reading, extends understanding, and monitors the use of the focus strategies.

Next steps

This section offers some ideas for further activities, based around the book. These include making oral presentations, carrying out further research, and writing using the text as a model. These activities could take place in school or be given as homework, and include ideas for project work as well as topic work.

Resources

Each book is accompanied by a quiz sheet. There are ten questions on each sheet. These encourage the children to read the book carefully and to make literal responses. Through this activity, children are practicing the skills they have learned during the guided reading sessions. It is not expected that all children answer all ten questions and these quizzes should be presented as a fun activity rather than a test.

Ancient Rome

The history topic of Ancient Rome is explored through three books that look at different aspects of this ancient civilization. Meet Roman soldiers, find out where to stay in Ancient Rome, learn how the Romans shaped how we live today, and much more.

What the Romans Did for the World

Aimed at less experienced readers Students learn about the many Roman inventions that are still with us today or have influenced contemporary life, such as their food, language, and buildings.

Information text *What the Romans Did for the World* is a general information text, using headings and subheadings, photographs of Roman and current artifacts, captions, and fact boxes to present the information.

Roman City Guidebook

Aimed at independent readers Students are taken back to Roman times and, just as if they were visiting the ancient city of Rome, are given information about what to visit, where to stay, and where and what to eat.

Non-chronological report *Roman City Guidebook* is a non-chronological report, presented in a guidebook format. Information is organized under headings and subheadings and is presented in both text and image form. Typical features of guidebooks such as photographs of artifacts, labeled aerial views, and helpful tips are included, giving this book an authentic feel.

A Roman Soldier's Handbook

Aimed at more experienced readers Students will find out about what it took to become a Roman soldier, the hardships they endured, and the work they undertook, as well as interesting details about what the soldiers wore and ate.

Instruction text *A Roman Soldier's Handbook* is an instruction text in the form of a manual. Headings and subheadings are used to organize the information, along with bullet points. Captioned photographs of a reenactment society in full Roman garb add a host of accessible detail to the text. Would-be soldiers are given further information through captions, fact boxes, and tips. The imperative voice is used as the reader is instructed how to become a Roman soldier.



What the Romans Did for the World

Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Establish that this is a nonfiction book, ensuring that the students are clear about the difference between fiction and nonfiction. Discuss with students what information they would expect to find in this book.

Focus on the bottom photograph on the front cover. Explain that this is a picture of an aqueduct and that they are going to find out more about them. Students could then turn to the back cover and read the blurb. Were the students aware that the Romans invented these things?

Ask students to turn to the contents page and discuss how it is organized (by page number). Ask them to identify on which page they will find information about roads. Explore when and why they would use the contents page.

Turn to the index and ask students to explain how it is organized (alphabetically). On which pages would they expect to find information about *aqueducts*? Focus on the word *aqueducts* and ask students to look closely at the shape and length of the word. This will help them to locate it more quickly within the text. Turn to pages 14 and 15. Explain that you are scanning the page, looking for the word *aqueducts*.

Once it has been located, focus on the word *aqueducts* on page 14 and read the paragraph. Find the word *aqueducts* in the caption on page 15.

Strategy check

Recap on how and why the index and contents pages would be used to find information in a nonfiction text.

Independent reading

Ask the students to use the strategies that you have demonstrated to:

- 1 use the contents page to find information about homes.
- 2 use the index to find information about gods.

Returning to the text

- Take feedback from the independent reading activity. Did the students successfully use the strategies? What information have they learned from the text?
- Discuss how they might use these strategies in their reading in other subject areas, for example, when researching topics in science.
- Recap on specific scanning strategies, for example, looking for capital letters and spelling patterns, visualizing the shape of individual words, and so on.
- Ask the students, in pairs, to tell each other about something they have learned from reading this book.
- Students could then complete the quiz on the resource sheet.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to turn to pages 4 and 5. Explain that this is the first double-page spread in the book, so it gives the reader some background information. Focus the students' attention on the main heading *The Romans and Celts*, explaining that it tells the reader what information is on these pages.

Read the subheading *Roman invasion*, explaining that it tells the reader what information is in the paragraph below. Discuss the differences that the students notice between the heading and subheading.

Draw the students' attention to the two captions, discussing the function of captions. Ask them to look closely at the two images on the pages, encouraging them to glean as much information as they can. Emphasize that reading images is an important part of reading nonfiction because they often contain a lot of information.

Read through the fact box on page 5, looking at the use of the bullet points in the list. Explain that bullet points are often used in lists as a way of organizing information and making it easier to read.

Strategy check

Recap on how headings and subheadings act as signposts for a reader, showing them what information they can find on the page and where it is. Remind students that images are as important as text in nonfiction books.

Independent reading

- 1 Ask the students to look at pages 8 and 9 and to read the heading and subheadings in order to help them identify what these pages are about.
- 2 Encourage them to look closely at the images to find out information about food and eating in Roman times.

Returning to the text

- Take feedback from the independent reading activity.
- Use questions to encourage students to read the images thoroughly, for example, *What do you think Roman plates were made of? How can you tell?*

What the Romans Did for the World

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Ask the students to use the contents page to find the double-page spread on *Numbers*. Together, read the heading and subheadings. What information would the students expect to find in the paragraph beneath the subheading *Counting people*?

Read this paragraph and ask the students whether there were any words that they did not understand. Explain that in some books, the author explains what difficult words mean. For example, draw attention to the word *census* in bold print in this paragraph and show students the glossary on page 22. Ask students to find the word *census* in the glossary and read the definition with them. Explore how the glossary is organized (alphabetically).

Return to pages 20 and 21 and ask the students to scan the text to find another word in bold (*leap year*). Again, demonstrate how to use the glossary to find out what the word means.

Turn to pages 16 and 17 and read the opening paragraph to the students. Explain that you can work out that there were no toilets in Britain before the Romans arrived there, even though it doesn't say so. Explain that the sentence 'This was a new idea.' gives you this information.

Ask the students what kind of Romans had toilets in their homes. Discuss why they think the author says that it was rich Romans who had toilets. Establish that this is probably because toilets were expensive to build. Explain that, in order to come up with this reason, you had to understand what the word rich means and that it is an important word in this sentence.

Strategy check

Recap on how to work out what an author means by thinking about the meaning of words and by linking this to your own knowledge.

Independent reading

Ask the students to read pages 18 and 19 and to use the strategies you have demonstrated to find out:

- 1 what a mosaic is
- 2 how the Romans heated their houses.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully?
- Highlight examples of students referring to the glossary and drawing on their own knowledge.

Next steps

Topic Work

- Using the book *What the Romans Did for the World*, students can summarize the impact the Romans had by listing the things they introduced to the world.
- Encourage students to prepare a spoken presentation on one of the Roman inventions referred to in *What the Romans Did for the World*.

Project work

- Using the information in *What the Romans Did for the World*, students could develop a website about life in Roman Britain.
- Students could choose one of the Roman inventions referred to in *What the Romans Did for the World* and write an advertisement in order to 'sell' the idea to a Celt.
- With the students, develop a list of questions that could be included in a census, for example, 'Who lives in your house?' 'How old is each person?' Ask each child to respond to the questions in the context of their own family. Develop a fact file based on the class census information.
- Encourage students to carry out further research on Roman times using books and the websites referred to on page 23. Using the information they have collected, they could produce a class encyclopedia about the Romans.
- To support their writing, demonstrate how to write a brief entry for the encyclopedia consisting of a head word (in bold) followed by a colon and a definition or explanation of the head word. Involve the students in organizing the encyclopedia alphabetically and bringing it to publication.

What the Romans Did for the World



Resource Sheet

Are you an expert on the Romans?

Take this quiz and find out.

Remember to use the contents and index to help you find the answers.

Name _____ Date _____

1 What is an aqueduct?

2 Where did the Romans come from?

3 When did the Romans conquer England?

4 Which Roman god is the month of March named after?

5 What language did the Romans speak?

6 How did some Romans heat their houses?

7 Why did the Romans build straight roads?

8 What did the Romans use instead of toilet paper?

9 What is a census?

10 What is the name of the big square that was built in the middle of Roman towns?



Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Ask the students to look at the front cover of the book and read the title together. What does it tell them about the book? Discuss what they understand by a Guidebook. What sort of information would they expect to find in this book? Who would read it and why?

Focus on the back cover. Ask the students to read the blurb. Does this confirm their predictions? Establish that this is a nonfiction text and that, unlike fiction, it is not necessarily read from front to back – it is dipped into in order to find specific information.

Ask the students to turn to the contents page. Discuss how this is organized (by page number). Ask where they think they would find information about sporting events. Focus on the section *Chariot Races*. What kind of information would the students expect to find in that section? Turn to page 12 and focus on the main and subheadings. Explain that reading these will give an overview of the information, which can be found on that spread.

Turn to the index. Ask the students to identify how this is organized (alphabetically). Ask them on which pages they will find information about *Circus Maximus*. Turn to page 12 and explain that you are scanning the page looking for the phrase *Circus Maximus*. To help, tell them that they are looking for the capital letters C and M. Once you have found it, read around the phrase and summarize the information given.

Strategy check

Recap on how and why the contents and index pages would be used to access information in a nonfiction text.

Independent reading

Ask the students to use the strategies that you have demonstrated to:

- 1 use the contents page to find information about staying in the city
- 2 use the index to find information about houses in the city.

Returning to the text

- Take feedback from the independent reading activity. Did the students successfully use the strategies? What information have they learned from the text?
- Discuss how they might use these strategies in their reading in other subject areas, for example, when researching topics in science.
- Recap on specific scanning strategies, for example, looking for capital letters and spelling patterns, visualizing the shape of individual words, and so on.
- Ask the students, in pairs, to explain to each other the function of the content and index pages in nonfiction texts.
- You could then ask them to reflect on their reading by completing the resource sheet.

Roman City Guidebook

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to turn to pages 8 and 9. Explain that the main heading *Shopping* tells the reader what the information on these two pages is about. Explore the layout of the double-page spread and establish that a reader could gain information by reading the text but also by looking closely at the images.

Ask the students to find and read the subheadings. Discuss why subheadings are used in nonfiction texts (to help the reader find information). Ask the students to identify the differences between the main heading and the subheadings. Focus on the fact box at the top of page 9. Ask the students to read the heading and the text. What do they think the photograph is to the right of the box? (A Roman coin.) How do they know this? Establish that they are able to work this out because of the information given in the fact box.

Ask them to look at the other images on a double-page spread. How can they work out what the images are? (By reading the captions.) Discuss the position of the captions and the use of leader lines (the dotted lines) to link the caption to the relevant image.

Ask the students to look closely at the two images on page 8. Are they able to identify that not only do these show the fish and wine referred to in the caption but are also examples of the mosaics mentioned in the text? Do they notice how a mosaic design has been used down the edges of the pages and in the fact box? Why do they think this is?

Ask the students to read the text under the subheading *Souvenirs*. What do they notice about the layout of the text? (Bullet points are used.) Discuss how bullet points are used to list information that follows a colon breaking up the text and making it easier to read. Ask them to read the text under the subheading *Shopping tips*. Explore how the bullet points are used in this paragraph.

Strategy check

Recap on how headings, subheadings, and captions act as signposts for a reader, helping them to work out what information is being given and where.

Independent reading

Ask the students to look at pages 10 and 11 and to read the headings, subheadings, and captions. They can then focus on the three images. What information can they learn from these images and the associated text?

Returning to the text

- Take feedback from the independent reading activity. What information have the students learned from the images?
- Ask why they think that a picture of a mosaic has been used to show a Roman banquet rather than a photograph of an actual banquet.
- Turn to page 12 and discuss with the students how a photograph of a chariot race could be included in the book when there were no cameras in Roman times (it is a still image from a film).

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Ask the students to use the contents page to find the double-page spread on *Where to Stay*. Then, ask them to use their scanning skills to find the word *insulae* in the opening paragraph. Discuss why this word, and others, are written in italics (they are Latin words). Are they able to find any words written in bold on page 6? Read the sentence containing the word *merchants*. Ask why they think that the word is in bold print. Explain that, in this book, words written in bold are explained in the glossary.

Use the contents page to find the glossary and ask students to find and read the entry for merchants. Establish that a glossary is organized alphabetically. Return to page 6 and read the opening paragraph. Demonstrate how to identify the reasons why *insulae* are dangerous.

Read the paragraph beneath the subheading *Upscale*. Discuss with the students why the author says that it would be quieter staying in a house rather than in *insulae*. One reason could be that there would be fewer people in a house. Explain that, in order to give that reason, you have used some information given in the opening paragraph and also your own knowledge: that a crowd of people is noisier than one or two people.

Read the paragraph beneath the subheading *Five-star stays*. Ask the students to use the glossary to find the meaning of the word *villas*. With the students, explore why they think the author says that the richest citizens live like gods. Are they able to support their responses by referring to the text, the image, and their own knowledge?

Strategy check

Recap on how to work out what an author means by linking information given in the text and the images and by using existing knowledge.

Independent reading

Ask the students to read pages 14 and 15 and to use the strategies you have demonstrated to work out:

- 1 which types of gladiators are shown in the image at the top of page 15
- 2 why the author describes gladiators as stars.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully? Highlight examples of the students drawing on their existing knowledge in their responses.

Next steps

Topic Work

- Based on the information given in *Roman City Guidebook*, students could write a voice-over for a documentary on Ancient Rome.
- Encourage students to each focus on an aspect of Roman life that interests them, carry out further research, and then write fact files, short reports, or create a presentation using ICT.
- Students could use *Roman City Guidebook* as a model to produce their own guidebook to another place in a different era, or even to a local area.

Project work

- Encourage students to carry out further research into life in Roman times by referring to books and the websites listed on page 23. Using the information that they collect, they could then produce a class newspaper: *The Roman Times*.
- Newspapers contain a range of nonfiction text types, for example:
 - Recounts – articles about sporting events, such as a chariot race, or news articles about events in the Forum
 - Instructions – recipes for Roman delicacies, such as stuffed dormice. There is an example of a brief instructional text on page 18 of *Roman City Guidebook*.
 - Non-chronological reports – articles about the latest chariot model or about Roman fashion.
 - Persuasion – advertisements for rooms to rent, items for sale at the market, and so on.
- Encourage students to take on different roles when producing their class newspaper such as: reporters, editors, photographers, and illustrators. Setting a deadline for publication can add a realistic sense of urgency to the production process.



Resource Sheet

Could you be a guide to the City of Rome?

Take this quiz to find out what you know about Rome.

Remember to use the contents and index to help you find the answers to the questions.

Name _____ Date _____

1 What is an amphitheatre?

2 How are the newer areas of Rome laid out?

3 How many public baths are there in Rome?

4 How many people live in Rome?

5 What are the cheapest places to stay?

6 What does the Latin word *Mitte* mean?

7 What is a mosaic?

8 Where are chariot races held?

9 What is a trident?

10 Where are gladiator fights held?



A Roman Soldier's Handbook

Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Show the students the front cover of the book and read the title together. Ask what they understand by a handbook. Establish that a handbook often tells the reader how to do something and therefore is an instruction text. What information do they think they will find in this handbook?

Read the back cover blurb. Does this confirm the students' predictions? Explore the students' understanding of nonfiction texts. Are they able to explain the differences between fiction and nonfiction?

Ask where they would look to find the contents page. Turn to the contents page and ask the students to identify how it is organized (by page number). Ask where they would expect to find information about what to wear as a Roman soldier (*The Uniform*). Turn to page 6 and ask students to identify the main heading and the subheadings. Explain that these give an overview of the information on the double-page spread.

Ask whether they know of any other organized lists in a nonfiction book that they could use to find particular information. Turn to the index on page 24 and ask the students how it is organized (alphabetically). Focus on the entry for *tortoise formation*. Can they offer any ideas on what this phrase means? Turn to page 13, explaining that you are scanning the text, looking for the phrase *tortoise formation* and that you are picturing the shape and length of the words. Once you have found the phrase in the top paragraph, read the sentence and draw students' attention to the photograph. Does this help them to understand what the phrase means?

Draw their attention to the caption above the photograph. What extra information does this give? Establish that the leader lines (the dotted lines) link captions to images.

Strategy check

Recap on the skill of scanning a text for specific words and phrases, explaining that visualizing the shape and length of words and looking for capital letters and spelling patterns, for example, double consonants, can help to find the words quickly.

Independent reading

Ask the students to use the contents and index pages as well as the scanning skills that you have demonstrated to find out:

- 1 what Roman soldiers would eat
- 2 what a scutum is.

Returning to the text

- Take feedback from the independent reading activity. Did the students successfully use the strategies? What information have they learned from the text?
- Discuss how they might use these strategies in their reading in other subject areas, for example, when researching topics in science.
- Recap on specific scanning strategies, for example, looking for capital letters and spelling patterns or visualizing the shape of individual words.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to turn to pages 8 and 9 and to identify the main heading *The Weapons*. Explain that this summarizes the information on this double-page spread. Explore the layout of the spread and establish that a reader can gain information, not just by reading the text, but also by looking closely at the images. What extra information can they learn from the three images on this spread? Read the caption at the top of page 9. Why would a shield need to be light?

Ask the students to read the subheadings. Discuss why subheadings are used in nonfiction texts (to help the reader find out information). Ask the students to identify the differences between the main heading and the subheadings. Why do they think the red background is used on the *Don't forget* subheading? (Red indicates danger or a warning.)

Focus on the use of bullet points in the text. Why do the students think they are used? With the students, identify the instructional elements of the text on these pages by focusing on the imperative verbs, for example, *use, smash, throw*. Remind them that this is a handbook about how to be a Roman soldier and that handbooks usually tell readers how to do something.

Strategy check

Recap on how headings, subheadings, and captions act as signposts for a reader, helping them to work out what information is being given and where.

Emphasize that information can be given through images as well as words.

Independent reading

Ask the students to look at pages 10 and 11 and to read the headings, subheadings, and captions. They should then focus on the three images. What information can they learn from these images and the associated text?

Returning to the text

- Take feedback from the independent reading activity. What information have the students learned from the images and captions?
- Focus on the image at the top of page 11. Why do the students think that the horn is labeled? Can they find a reference to a horn in the text? Does this help them to understand how a horn is used by a soldier?
- Discuss with the students how photographs of Roman soldiers can be included in this book when there were no cameras in Roman times (they are photos from reenactments of Roman battles).

A Roman Soldier's Handbook

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Ask the students to find the entry for *Latin* in the index and to turn to the appropriate page. Remind them of the scanning skills that they have learned and, once they have located the entry, ask them to find the word *Latin* on page 5 (it appears twice). Ask why they think that one of the words on this page is in bold print. If necessary, explain that in this book it means that the word appears in the glossary. Check whether they are familiar with the purpose and function of glossaries. Turn to the glossary on page 22 and ask the students to find and read the entry. Confirm that they are aware that a glossary is organized alphabetically.

Ask the students to turn to pages 14 and 15. Read the paragraph under the subheading *Road builders*. Discuss with the students why the author says that soldiers can move more quickly if there are good roads. One reason could be that it is easier and quicker to walk on a smooth surface rather than on rough ground. Explain that, in order to give that reason, you have looked closely at the photograph and used your own knowledge about the difference between walking on roads and in fields.

Ask the students to read the *Top tip* box. With the students, explore why they think the author says that writing is a special skill. Are they able to support their responses by referring to the text and using their own knowledge?

Strategy check

Recap on how to work out what an author means, for example, by linking information given in the text, the images, and by using existing knowledge.

Independent reading

Ask the students to read pages 6 and 7 and to use the strategies you have demonstrated to work out:

- 1 what types of armor the two soldiers are wearing on page 7
- 2 why soldiers need to protect their faces.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully?
- Highlight examples where the students have drawn on their existing knowledge in their responses, and encourage them to refer to the text when they respond.

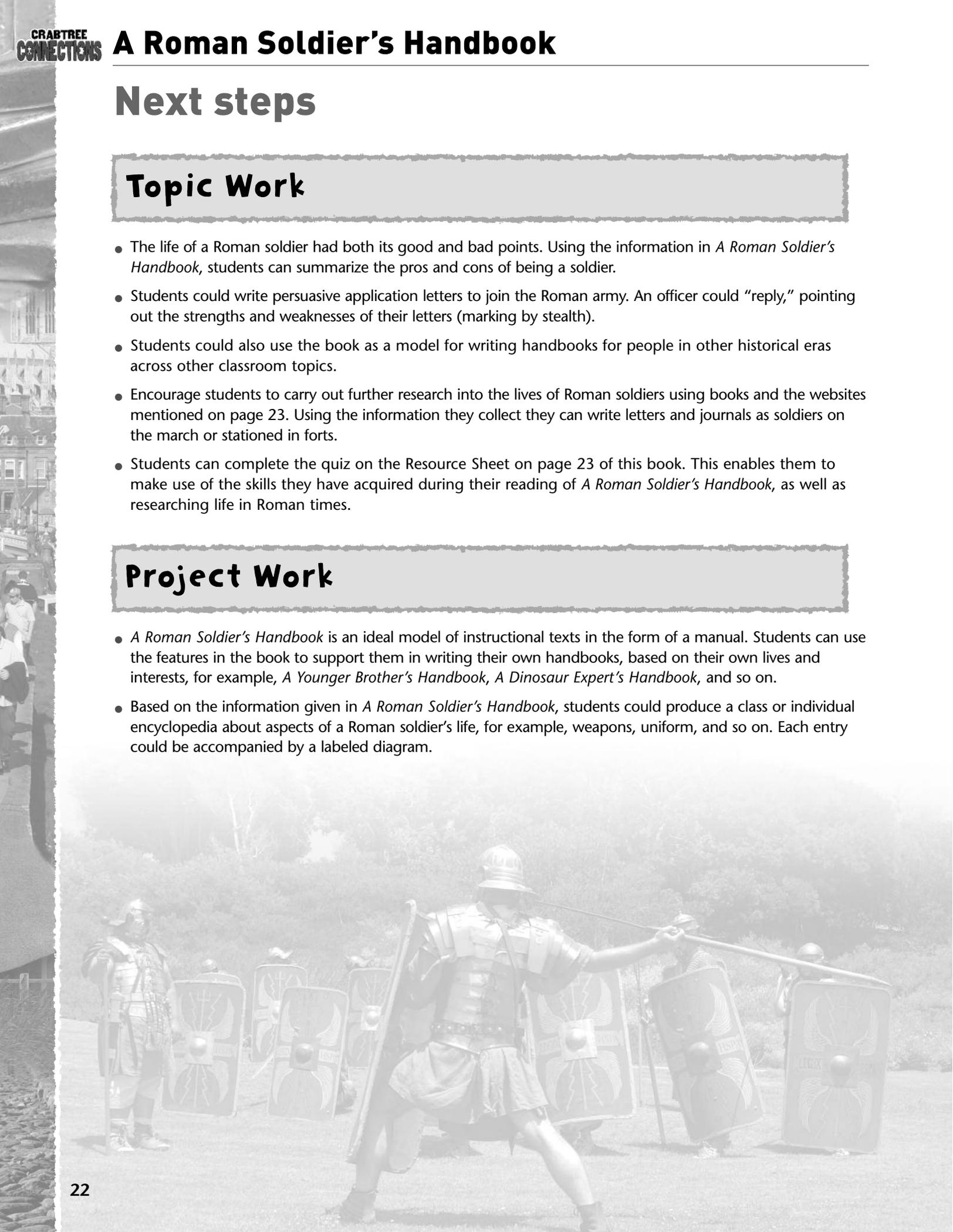
Next steps

Topic Work

- The life of a Roman soldier had both its good and bad points. Using the information in *A Roman Soldier's Handbook*, students can summarize the pros and cons of being a soldier.
- Students could write persuasive application letters to join the Roman army. An officer could "reply," pointing out the strengths and weaknesses of their letters (marking by stealth).
- Students could also use the book as a model for writing handbooks for people in other historical eras across other classroom topics.
- Encourage students to carry out further research into the lives of Roman soldiers using books and the websites mentioned on page 23. Using the information they collect they can write letters and journals as soldiers on the march or stationed in forts.
- Students can complete the quiz on the Resource Sheet on page 23 of this book. This enables them to make use of the skills they have acquired during their reading of *A Roman Soldier's Handbook*, as well as researching life in Roman times.

Project Work

- *A Roman Soldier's Handbook* is an ideal model of instructional texts in the form of a manual. Students can use the features in the book to support them in writing their own handbooks, based on their own lives and interests, for example, *A Younger Brother's Handbook*, *A Dinosaur Expert's Handbook*, and so on.
- Based on the information given in *A Roman Soldier's Handbook*, students could produce a class or individual encyclopedia about aspects of a Roman soldier's life, for example, weapons, uniform, and so on. Each entry could be accompanied by a labeled diagram.



Resource Sheet

Are you an expert on Roman soldiers?

Use the book *A Roman Soldier's Handbook* to answer these quiz questions. Remember to use the contents and index to help you find the information.

Name _____ Date _____

1 Which language did Roman soldiers have to learn?

2 How long did soldiers have to stay in the army?

3 What did soldiers wear to show that they were officers?

4 How much pay did soldiers receive when they retired?

5 What are the ingredients for garum?

6 How was water brought to towns?

7 What was an onager used for?

8 How long did basic training last?

9 How long were the marches that the soldiers went on during their training?

10 Why are some forts rebuilt using stone?



Backyard Science

This series of books looks at edible plants and animals that can be found in our backyards.

Backyard Cookbook

Aimed at less experienced readers Children are introduced to the concept of growing and cooking fruits and vegetables through a series of simple but tasty recipes. Each recipe is labeled to identify the level of difficulty in terms of preparation and cooking. Full-color photographs of the raw ingredients and finished dishes support reader's understanding of the recipes.

Instruction text *Backyard Cookbook* follows the typical structure of an instruction text type: a list of ingredients, and a method organized into sequential numbered steps. *Chef's tips*, serving suggestions, and *Did you know?* boxes add extra information.

Backyard Encyclopedia

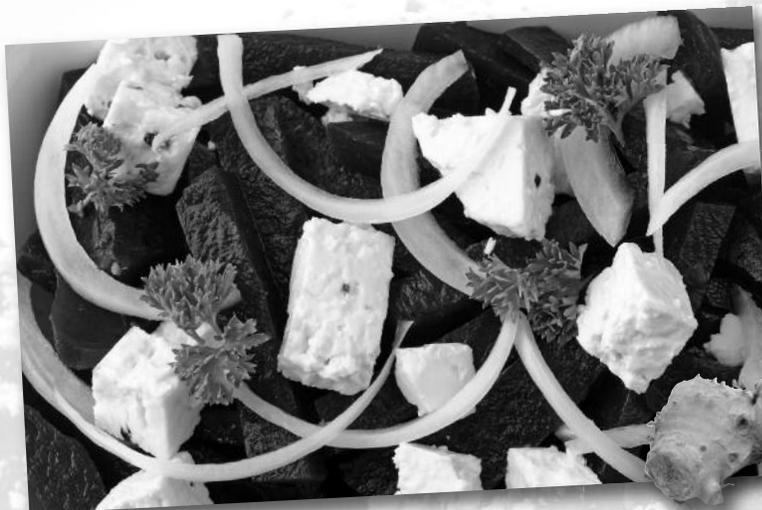
Aimed at independent readers *Backyard Encyclopedia* was written by Rufus Bellamy, son of British botanist and environmental campaigner, David Bellamy. The book explores the flora and fauna that can commonly be found in various areas in our own gardens and backyards.

Information text *Backyard Encyclopedia* is a general information text, presented as an encyclopedia. The book is organized into sections according to areas such as the lawn, hedges, and trees. Headings and subheadings are used to structure each double-page spread. Photographs with captions and fact boxes add extra information to the text.

Backyard Heroes

Aimed at more experience readers This book, also written by Rufus Bellamy, explores the "heroic" qualities of some of the plant and animal life that exists in our gardens, parks, and school yards. Information is given about gardeners' friends, such as ladybugs, and worms, and foes, like slugs and aphids.

Non-chronological report *Backyard Heroes* provides information organized into sections, for example, *Hungry Hunters* and *Marvelous Munchers*. On each double-page spread, headings help the reader find specific information. Extra information is given in photographs with captions and *Nature note* boxes.



Backyard Cookbook

Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Show the students the front cover of the book. Read the title and ask them to look closely at the images. What do they think the book is about? Ask whether they think it is a fiction or a nonfiction book. Establish that they are aware of the difference.

Turn to the back cover and read the blurb. Has this confirmed their predictions? Focus on the word *recipe* and check that they understand what a recipe is.

Ask the students to turn to the contents page and discuss how it is organized (by page number). With the students, identify the page number for the section called *Food is Fun* and turn to page 4. Explain that the opening pages of a nonfiction book usually give an introduction to the book, telling the reader what it is about.

Read the text on page 4 to the students. Ask them to look closely at the image on page 5. Explain that this is telling the reader how each page is organized and the purpose of each section. Read through the annotations, explaining anything that the students find unclear.

Ask the students to turn to the index on page 24 and to explain how it is organized (alphabetically). Draw their attention to the organization of the list of ingredients which is also alphabetical. Ask them on which pages they would expect to find references to beets. Ask the students to look closely at the word *beets*, focusing on the length and shape of the word and also the double *ee* spelling pattern. They will find this useful when scanning the text for this word. Turn to pages 8 and 9 and explain that you are scanning for the word *beets*. Draw the students' attention to the fact that the word *beets* appears under the photograph at the top of page 8. This links the photograph and the word so we can see what a beets looks like.

Strategy check

Recap on how and why the index and contents pages are used.

Independent reading

Ask the students to use the strategies that you have demonstrated to:

- 1 use the contents page to find the recipe for a Fruit Smoothie
- 2 use the index page to find recipes that use lemons.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully? Explain that they can use these strategies when they are reading in other subjects.
- What information have they learned from the text? Which of the two recipes they read would they most like to eat?
- Recap on the scanning strategies that you focused on, for example, looking for the shape of a word and the specific spelling patterns.
- Ask the students to tell each other about something they have learned.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to turn to pages 6 and 7. Remind them that they are looking at a recipe. Are they able to identify the title of the recipe? Ask them to read the two subheadings. Explain what the two words mean, if they are unfamiliar to students. Encourage them to flick through the book, checking to see whether the subheadings are the same in each recipe.

Are the students able to identify that this is an instruction text? Discuss their knowledge and understanding of the structural and linguistic features of instructions.

Refer back to the image on page 5 and use it to work your way through, and to explain, the recipe on pages 6 and 7.

Look at the two photographs at the top of page 6. Ask students to look closely at the photographs and to describe to each other what they can see. Ensure that the students are clear that these are leeks and potatoes growing in the ground. Ask them to follow the green lines to the bowl of soup at the bottom of page 7. Discuss the purpose and function of these lines.

Focus on the *Method* section and ask the students what they notice about the way in which the text is organized (it is numbered). Why do they think this is? Establish that there are six steps in this recipe and they have to be done in this order.

Ask the students to find some other subheadings on these pages that are not part of the recipe. They should then work in pairs to identify how the book is organized (by season) and how they can tell, without reading the words: *spring*, *summer*, and so on (colored bands at the top of each page).

Strategy check

Recap on how headings and subheadings act as signposts for a reader, showing them where information is. Remind them that images can be as important as the text in nonfiction books.

Independent reading

Ask the students to find and read the recipe for Mushy Peas on pages 20 and 21. Ask them to think about the role of the chef at the bottom of page 20 and the use of the illustrations in pink circles on page 21.

Returning to the text

- Take feedback from the independent reading activity. What is their response to the chef on page 20? (He could be seen as giving tips to the reader/cook).
- How do they think the chef and the illustrations helped them, as readers, to read and understand the recipe?

Backyard Cookbook

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Ask the students to turn to pages 18 and 19 and to read the chef's tip in this recipe. Draw their attention to the word *vinaigrette*. Ask why they think this word is in bold print. Turn to the glossary on page 22 and ask the students to find and read the entry for vinaigrette. Establish that the purpose of a glossary is to explain the meaning of unfamiliar or unusual words and that it is organized alphabetically.

Return to pages 18 and 19 and read through the ingredients list. Discuss with the students why the author says that the pears should be washed. Read the method. Focus on step 6. Tell the students that you are able to work out that the cream starts out thin and becomes thick because the author uses the word *until*. Explain to students that you have also used your existing knowledge because you have seen whipping cream and know that it is not a thick cream. Tell the students that it is important to be able to work out details like this in recipes, otherwise it might not work.

Strategy check

Recap on how to work out what is involved in a recipe by reading the instructions carefully and by using knowledge that the students already know about the food and the recipe. Point out that the images can also be very useful too.

Independent reading

Ask the students to turn to pages 16 and 17 and to use the strategies that you have demonstrated to work out:

- 1 what the term "sift" means
- 2 why the author tells the reader to be gentle when mixing the strawberries.

Returning to the text

Take feedback from the independent reading activity. Highlight examples of students linking information and using their existing knowledge, as you demonstrated at the beginning of the lesson.

Next steps

Project work

- Each of the recipes in *Backyard Cookbook* are ideal models of instructional texts. Students can research and write their own simple recipes, using books and the websites mentioned on page 23, and by asking parents and teachers. Decide on a standard format for the recipes and whether devices such as the *Chef's tip* and *Did you know?* boxes will be included.
- Once the recipes have been written, they can be illustrated and then compiled and presented in a class recipe book. Discuss with the students an appropriate way of organizing the recipes, for example, by main ingredient, season, course, and so on. Appoint some students to be the compilers of the glossary, index, and contents pages. Others could design the covers of the book and write the back cover blurb.

Topic work

- Students could make some of the recipes from *Backyard Cookbook*. They can vote for their favorites and display the results as a pie chart or bar graph. They can also design and produce menus featuring some of the food from the book.
- Students can re-present some of the recipes as illustrated flow charts.
- Students can practice giving simple oral instructions to an alien visitor. Explain to students that aliens need a great deal more detail than humans as they know so little about our way of life, what objects are called, and how they operate.
- Students could record or write directions to their classroom from the main school entrance for new students or visitors to follow.
- In groups, students can write recipes for magic spells and potions using the organizational and structural devices used in *Backyard Cookbook*.



Resource Sheet

Are you an expert on backyard cooking?

Use *Backyard Cookbook* to answer these quiz questions.

Remember to use the contents and index to help you find the information.

Name _____ Date _____

1 When can peas be grown?

2 How many leeks are needed to make Leek and Potato Soup?

3 Why should you wear gloves when peeling beets?

4 What can you serve Crunchy Sweet 'n' Sour Bake with?

5 What flower is asparagus related to?

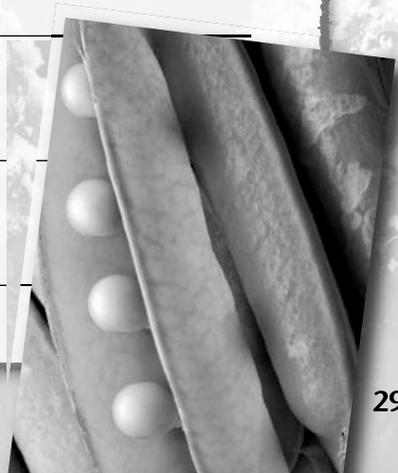
6 What could you add to a fruit smoothie to make it thinner?

7 How many strawberries were eaten at the Wimbledon Tennis Championships in 2007?

8 How many pieces should the pears be cut into in the Sticky Toffee Pears recipe?

9 Why would you steam peas?

10 Who wrote the book *Green Food Fun*?



Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Ask the students to look at the front cover of the book and to read the title together. What does it tell them about the book? Discuss what they understand by an encyclopedia. What sort of information would they expect to find in the book? Who do they think would read it and why? Focus on the back cover. Ask the students to read the blurb. Does this confirm their predictions?

Establish that this is a nonfiction text and that, unlike fiction, it is not necessarily read from front to back but can be dipped into in order to find specific information.

Ask the students to turn to the contents page. Discuss how this is organized (by page number). Turn to page 4, read the main and subheadings and explain that this is the first double-page spread in the book and so it gives an overview or introduction to the book.

Turn to the index. Ask the students to identify how this is organized (alphabetically). Ask them on which page they will find information about *caterpillars*. Ask the students to look carefully at the word *caterpillars* and to picture its shape. Draw the students' attention to the double // spelling pattern in the word. Turn to page 8 and explain that you are scanning the page looking for the word *caterpillars*. To help, you are picturing the shape of the word and looking for the double // spelling pattern. The word *caterpillars* features twice on page 8. Once you have found both, read the sentences in which the words feature. Are the students able to make connections between the words in the two sentences, for example, that red admiral caterpillars eat nettles?

Strategy check

Recap on how and why the contents and index pages would be used to access information in a nonfiction text.

Independent reading

Ask the students to use the strategies that you have demonstrated to:

- 1 use the contents page to find information about what you might find on the lawn
- 2 use the index to find information about ants.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully? What information have they learned from the text? Discuss how they might use these strategies in their reading in other subject areas, for example, when researching topics in science.
- Recap on specific scanning strategies, for example, looking for spelling patterns, visualizing the shape of individual words, and so on.
- Ask the students, in pairs, to explain to each other the function of the contents and index pages in nonfiction texts. You may wish to ask them to reflect on their reading by completing the resource sheet on page 34 of this book.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to turn to pages 14 and 15. Read the heading *In the Vegetable Garden* and the opening paragraph, to establish what a vegetable garden is. Explore the layout of the double-page spread and establish that a reader can get information both by reading the text and by looking at the images.

Ask the students to read the subheadings on pages 14 and 15. Discuss why subheadings are used in nonfiction texts (to help the reader find information). Focus on the fact box at the bottom of page 15. Ask the students to read the text in the box. What is the animal on top of the fact box? How do they know? Establish that there is a link between the text and the photograph.

Ask the students to look at the other images on the double-page spread. How can they find out what the images are and more information about them? (By reading the captions.) Then, ask the students to look closely at the photograph of the pea pod on page 15 and find out whether they knew that this is how peas grow.

Strategy check

Recap on how headings, subheadings and captions act as signposts for a reader, helping them to work out what information is being given and where.

Independent reading

Ask the students to look at pages 12 and 13 and to read the headings, subheadings and captions. They can then focus on the images. What information can they gather from these images and the associated text?

Returning to the text

- Take feedback from the independent reading activity. What information have the students learned?
- Ensure that students are making links between text and images, for example, the photograph of daffodils is accompanied by a caption and is also referred to in the text under the bulb subheading.

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Ask the students to use the contents page to find the section headed *Up a Tree*. Ask them to use their scanning skills to find the word *deciduous*. Ask them why they think the word is in bold. Explain that, in this book, words written in bold are explained in the glossary. Ask where they would expect to find the glossary (towards the back of the book). If they are unsure, ask them to use the contents page to find the glossary. Establish that a glossary is organized alphabetically.

Return to pages 10 and 11. Read through the text, asking students to note down the animals that live in trees as you read. Discuss the notes students have made. Were they able to make notes consisting of key words rather than sentences?

Read the caption below the photograph of the tree on page 10. Discuss with the students why the author uses the phrase *high-rise home*. Explain that the photo shows you that a tree is very tall but that you also used your existing knowledge – you have heard the phrase *high rise apartment buildings* – meaning a tall building with many apartments, and so, you think that the author is comparing a tree to a block of apartments.

Ask the students to read the text under the subheading *Old wood* and the caption to the photo of the carpenter ants. Are they able to make links between the information to work out which animals live in old wood by linking information from text, images, and their existing knowledge?

Strategy check

Recap on how to work out what an author means by linking information given in the text and the images as well as using existing knowledge.

Independent reading

Ask the students to read pages 16 and 17 and to use the strategies you have demonstrated to work out:

- 1 why putting a bell around a cat's neck would warn away birds
- 2 why the author says an empty backyard can hold surprises for a wildlife explorer.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully?
- Highlight examples of the students drawing on their existing knowledge in their responses.

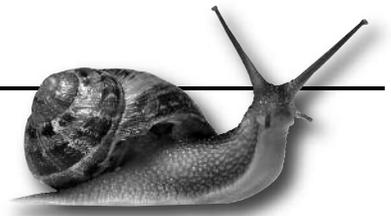
Next steps

Topic Work

- An organized walk around the local area could enable students to look carefully for some of the plants and animals referred to in *Backyard Encyclopedia*.
- From their research, students could produce fascinating fact cards about animals found in and around backyards and gardens in the local area.
- Using their knowledge of the animals referred to in *Backyard Encyclopedia*, students can create class *What am I?* books. These can consist of three facts about each animal that give the reader clues about the identity of the animal.
- Encourage students to each focus on an animal that interests them, carry out research into their chosen animal and then to write fact files, mini books, or a presentation using ICT about their chosen animal.
- Students can complete the quiz on page 34 of this book. This enables them to use the reading skills that they have acquired whilst reading *Backyard Encyclopedia*. This may also encourage them to carry out further research into backyard life.

Project work

- Students can follow some of the guidance in the book to create a wildlife-friendly area in the school grounds or in their gardens.
- Students can carry out further research into insects and other small animals using books and the websites referred to on page 23 of *Backyard Encyclopedia*. They can also explore their own backyard and the school grounds, making observational drawings and taking photographs of the animals that they find.
- Using the organizational features found in *Backyard Encyclopedia*, students could write entries for a class encyclopedia of insects and small animals. Once it is written, ask some students to compile a glossary, and others to compile the index and contents pages.
- Using knowledge that they have gained from reading *Backyard Encyclopedia* and other research, students could write and record a voice-over for a brief report on a specific animal, including information about the animal's appearance, its habitat, what it eats, and any fascinating facts.



Resource Sheet

How much do you know about the wildlife in your backyard?

Use the book *Backyard Encyclopedia* to help you to answer this quiz.
Don't forget to use the contents and index to help you to find the answers.

Name _____ Date _____

1 What kinds of plants grow in lawns?

2 What do mouse moths eat?

3 How do worms help plants to grow?

4 Where do carpenter ants often make their homes?

5 Who wrote the book *Living things in my back yard*?

6 Why do birds migrate?

7 Why do birds sing?

8 What are animals called that spend some of their lives in water and some on land?

9 How long does an adult mayfly live?

10 When do snowdrops appear?



Backyard Heroes

Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Show the students the front cover of the book and read the title together. Ask them to look closely at the images. Are they able to identify the animals? Who or what do they think might be backyard heroes? What information do they expect to find in the book? Turn to the back cover and read the blurb together. Focus on the word *superheroes*. What other *superheroes* have they heard of? Does this help them to work out what information they might find in the book?

Ask where the students would look to find the contents page. Turn to the contents page and ask them to identify how it is organized (by page number). Ask them to identify and to turn to the *Backyard heroes* section (pages 4 and 5). Ask the students to identify the main heading and the subheadings. Explain that these give an overview of the information on the double-page spread.

Ask the students whether they know of any other organized lists in a nonfiction book that they could use to find particular information. Turn to the index on page 24 and ask students how it is organized (alphabetically). Focus on the entry for worms, asking students to look closely at the shape and length of the word and to picture it.

Turn to page 19, explaining that you are scanning the text for the word worms and that you are picturing the shape and length of the word. Once you have found the word, read the sentences. Do they know what the word *casts* means? Why do they think that the word is written in bold?

Turn to the glossary on page 22 and ask the students what they know about the purpose and organization of glossaries. Find and read the entry for the word *casts*. Return to pages 18 and 19. Ask students to scan for another word in bold (*microscopic*) and to look it up in the glossary.

Strategy check

Recap on the skill of scanning a text for specific words and phrases, explaining that visualizing the shape and length of words can help to find the words quickly.

Independent reading

Ask students to use the contents and index pages and the scanning strategies you have demonstrated to find out:

- 1 why plants are green
- 2 what rabbits eat.

Returning to the text

- Take feedback on the independent reading activity. Did the students successfully use the strategies? What information have they learned from the text?
- Discuss how they might use these strategies in their reading in other subject areas, for example, when researching topics in science.
- Recap on specific scanning strategies, for example, looking for capital letters and spelling patterns, visualizing the shape of individual words, and so on.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to turn to pages 14 and 15 and to identify and read the main heading *Amazing Movers*. Explain that this summarizes the information on this double-page spread.

Ask the students to read the subheadings. Are they able to identify the differences between the main heading and the subheadings? *Backyard Heroes* is a non-chronological report. Organizing information under headings and subheadings is a typical structural feature of non-chronological reports.

Ask the students to find the captions on given pages. How do they know which images the captions refer to? Establish that the leader (dotted) lines link captions and images.

Ensure that students understand that headings and captions act as signposts, showing readers where and how they can find information.

Explore with the students the order in which they could read the information on given pages. Does it make a difference if they read the images and captions first, or if they read the text? Can the two main paragraphs be read in any order? Does the opening paragraph need to be read first?

Strategy check

Recap on how headings, subheadings and captions act as signposts for a reader, helping them to work out what information is being given and where. Emphasize that information can be given in images as well as words.

Independent reading

Ask the students to look at pages 10 and 11 and to read the headings, subheadings, and captions. They can then focus on the three photographs. What information can they learn from the images and the associated text?

Returning to the text

- Take feedback from the independent reading activity. What information have the students learned?
- Return to the photo of the owl on page 10. Ask the students what they were able to work out from this image and from the caption. For example, owls catch and eat mice and other rodents; owls have very big eyes.
- Reiterate that it is possible to find out a lot of information from images.

Backyard Heroes

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Explain to the students that in this lesson they are going to be rather like detectives. They are going to use clues in the book to work out what the author means.

Turn to page 16 and read the paragraph under the subheading *Wildlife-friendly*. Discuss with the students why they think the author has said that animals like their homes to be hidden. Explain that you think it is because they are more protected from predators if they are hidden. You have come to this conclusion because it says the untidy parts of a backyard provide shelter. You also know from your own experience that most animals are hunted by other animals.

Ask the students to read the *Nature note* on page 17. Discuss why they think animals fight over their territories. Are they able to make links between the text and their existing knowledge?

Strategy check

Recap on how to work out what an author means by linking information given in the text, the images and by using existing knowledge.

Independent reading

Ask the students to read page 15 and find out:

- 1 where Canada geese migrate
- 2 why tracks can usually be found in soft earth.

Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies successfully?
- Highlight examples of how the students can draw on their existing knowledge in their responses and encourage them to refer to the text when they respond.

Next steps

Topic Work

- In an appropriate area, students could carry out close observations of the behaviour of birds, animals, and insects.
- Students can identify questions about backyard wildlife that they would like to find the answer to. They can then carry out further research, using the books and websites referred to on page 23 of *Backyard Heroes*. Then using the information they have collected, they could prepare and give a presentation, involving ICT, to a group or to the rest of the class.
- *Backyard Heroes* is an ideal model of a non-chronological report. It can be used to identify the typical structural and linguistic features of reports. Students could research a subject that interests them and write their own reports, using *Backyard Heroes* as a model.
- Students can investigate some of the wildlife referred to in *Backyard Heroes* in their own backyards or in the school grounds, taking photographs or drawing illustrations. These investigations can be presented as web pages.
- Students can choose one of the animals referred to in *Backyard Heroes*, carry out further research into that animal, and present the information as a fact card.

Project work

- Students can follow some of the guidance in *Backyard Heroes* and create a wildlife area in the school grounds.
- Providing food is a way of attracting birds to an area within the school grounds. Students could fill bird feeders with suitable food and hang them in a position that is out of the way of predators. They can observe visitors to the feeders and keep a diary of the birdlife in the area.
- Using the information in *Backyard Heroes*, students could create quiz books about particular animals or plants.
- Students could write a class encyclopedia about backyard wildlife. Some students can develop the contents and index pages, as well as a glossary of terms. Others can design the front and back covers, including writing the back cover blurb.



Resource Sheet

How much do you know about backyard heroes?

Use the book to help you to do this quiz.

Remember to use the contents and index to help you to answer the questions.

Name _____ Date _____

1 What is pollen?

2 When do leaves change color?

3 What is unusual about cowbirds?

4 Where do butterflies lay their eggs?

5 How many worms will live in an average backyard?

6 Why do spiders spin webs?

7 What are squirrels nests called?

8 What does hibernate mean?

9 What is another name for the butterfly bush?

10 What do swallows build their nests from?



Places

This geography topic is covered by a series of books that look at different places and landscapes around the world.

Extreme Places: Could you live here?

Aimed at less experienced readers This book looks at some of the most extreme places on the planet ... the hottest, driest, most polluted, wettest places that people live. Children are able to read about some of the amazing conditions that people cope with, such as, frostbite, 39 feet (12 meters) of rain per year, and, at the other extreme, 0.004 inches (1 millimeter) of rain per year.

Non-chronological report This book is a non-chronological report with information organized under headings and subheadings. Photographs with captions add further information, as do interesting fact boxes.

Landscape Detective

Aimed at independent readers Children can find out how to use photographs and a range of maps to learn more about places. They also learn about collecting evidence by sketching, taking photographs, and carrying out surveys.

Instruction text *Landscape Detective* is an instruction text. The reader is told how to use equipment and collect evidence, as well as how to find further information from books and also on the Internet. Instructions are supported by maps, photographs, and symbols.

Passport to Paris

Aimed at more experienced readers This book supports both studies of contrasting localities and learning modern foreign languages. Information is provided about Paris, as seen through the eyes of Jean-Paul – a young Parisian. The reader learns about life in Paris, how to get around the city, and what it is like at school.

Information text *Passport to Paris* is a general information text and makes use of organizational devices such as headings and subheadings. Maps, photographs, and fact boxes give extra information.



Extreme Places: Could you live here?

Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Show the students the front cover of the book. Read the title and ask them to look closely at the images. What do they think the book is about? Ask whether they think it is a fiction or a nonfiction book and discuss the differences between the two. Turn to the back cover and read the blurb. Has this confirmed their predictions? Focus on the word *extreme* and discuss what the word means in this context.

Ask the students how they would go about finding information in this book. Turn to the contents page and ask students to identify how it is organized (by page number). Turn to pages 4 and 5 and explain that, as this is the first double-page spread in the book, it will give an overview of the content of the book. Focus on the map and identify the country in which the students live. Explain that more information is given in the book about the places on the map.

Turn to the index on page 24. Explain that an index is always at, or near, the back of a book. Ask the students to identify how the index is organized (alphabetically). Focus on the *Atacama Desert* entry and establish that this is referred to on page 4, and on pages 12 to 13. Ask the students to look closely at the phrase *Atacama Desert*. What does the use of capital letters tell them? (That it is a name) Ask them to look at the shape and length of the words and to picture them.

Turn to pages 12 and 13 and explain that you are scanning for the name *Atacama Desert*, picturing the shape of the words and also the capital letters. Focus on the reference to the Atacama Desert in the opening paragraph and read the relevant sentence. Ask the students why they think that the word *Desert* is written in bold. Do they understand what the word means? Explain that, in this book, words written in bold are explained in the glossary. Turn to the glossary on page 22. Find and read the entry for desert. Ask the students to identify how the glossary is organized (alphabetically).

Strategy check

Recap on how a contents page and an index can help a reader find information in a nonfiction book.

Independent reading

Ask the students to use the strategies that you have demonstrated to find out:

- 1 where the hottest place on Earth is
- 2 where Linfen is.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully?
- Discuss how the skill of scanning will help them when they are reading nonfiction books in other situations, for example, researching other geography topics.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Turn to pages 4 and 5. Discuss the use of the leader (dotted) lines linking the labels to the map. Read the caption at the top of page 5 and ask the students to find the earthquake areas on the map. Draw the students' attention to the label for the coldest inhabited place on Earth and ask them to use the contents page to find the relevant section.

Turn to pages 6 and 7 and ask the students to identify the main heading and the subheadings. Establish that these act as signposts for the reader, pointing out what information is on these pages.

Focus on the photograph on page 7. How can the students find out what this is a photograph of? (By reading the caption) Discuss the use of the leader lines linking the caption to the photograph.

Focus on the *Amazing!* fact box and ask students to look at the images without reading the text. What do they understand by the use of the red circles? Are they able to make the links to a similar technique used on road signs? Read the text in the box to confirm the students' understanding.

Ask the students to look closely at the photograph on page 6. What information can they read from the photo? Guide them towards making inferences and deductions from clues in the photo, for example, "I know people have fires in their houses because I can see smoke coming from the chimneys." "I know people drive because I can see tire tracks in the snow."

Establish that, with nonfiction, pages can be read in many different ways, for example, by reading the subheadings and then deciding which section to read, by reading images, by reading fact boxes, and then the main text, and so on.

Strategy check

Recap on how headings and subheadings act as signposts for a reader, showing them where information is. Remind them that the images can be as important as the text in nonfiction books.

Independent reading

Ask the students to find and read the section on living in a flood zone. Encourage them to use the subheadings to help them to decide what to read first. What information can they read from the images on these pages?

Returning to the text

- Take feedback from the independent reading activity.
- What information have the students learned from their reading?
- Were they able to gather any further information from the photographs? For example, "the houses must be quite dark because they don't seem to have any windows."

Extreme Places: Could you live here?

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Turn to pages 8 and 9. Read the opening paragraph and ask the students to use the glossary to find out what *salt flats* are. Read the rest of the text and encourage students to look closely at the images.

Explain that, having read these pages, you are able to work out some things by linking information and by the use of some knowledge you already have. For example, by linking information, you know that it is important to the Afar people that their houses are easy to move because they are nomads and move from place to place. It says on page 9 that the Afar people eat meat, milk and cheese from their goats. So, you know that they keep goats and probably don't grow vegetables and other crops. There could be two reasons why they don't grow crops: it is too dry; they are nomads and so they couldn't look after the crops because they move around a lot.

Strategy check

Emphasize the importance of making links between information given in both words and pictures and by using what you already know about something in order to understand nonfiction texts.

Independent reading

Ask the students to read pages 16 and 17 and to use the strategies you have demonstrated to make a list of the good points and bad points about living on Tristan da Cunha.

Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to make links with their existing knowledge to think about the pros and cons of living on the island?

Next steps

Topic Work

- Using the information given in *Extreme Places: Could you live here?* students can write diary entries as if they lived in one of the extreme places.
- Students could make and list comparisons between one of the extreme places in *Extreme Places: Could you live here?* and their own local area.
- Ask students to write adverts for a holiday company, persuading people to visit some of the places mentioned in *Extreme Places: Could you live here?*
- Students can carry out further research into Tristan da Cunha on the Internet and create a fact file about life on the remote island.

Project work

- Encourage students to carry out research into natural disasters, for example, earthquakes, tornados, or floods, by using books and the websites referred to on page 23 of *Extreme Places: Could you live here?*
- Using the information they collect they could produce fact files, mini books, or make oral presentations to the rest of the class.
- Also using information collected from further research, students could compile a class dictionary of weather terms. Encourage them to look at other dictionaries to establish how entries are organized and how definitions are worded.

Resource Sheet

How much do you know about the different places where people live?

Take this quiz and find out.

Remember to use the contents and index to help you to find the answers.

Name _____ Date _____

1 What is adobe?

2 What is the coldest inhabited place on Earth?

3 What does a dam on the River Nile do?

4 Why do the houses in Oymyakon have steep roofs?

5 What causes earthquakes to happen?

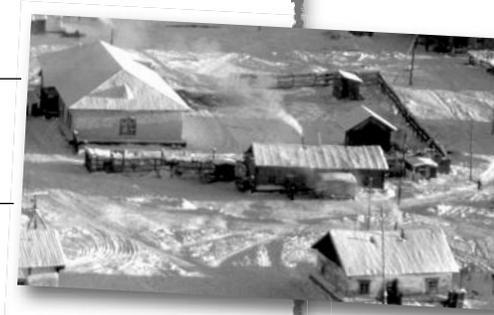
6 What is a knup?

7 How much rain does Mawsynram have in a year?

8 How much rain falls in the Atacama Desert in a year?

9 What are nomads?

10 How far away from its neighbours is Tristan da Cunha?



Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Ask the students to look at the front cover of the book. Read the title together and explore the students' understanding of the two words. Do the images on the front cover and the subtitle help them to predict the content of the book? Ask whether they think that this is a fiction or nonfiction book. Explore the students' understanding of the two types of texts. Discuss where they could find other information about the book without opening it. Turn to the back cover and read the blurb. Does this help them to predict the content of the book?

Turn to the contents page and discuss how it is organized (by page number). Ask the students to turn to pages 4 and 5. Explain that as this is the first double-page spread in the book it gives an overview of the rest of the book. Read the text on these pages and establish whether the students understand what a *landscape detective* is.

Turn to the index on page 24. Discuss how the index is organized (alphabetically) and what the purpose of an index is. Discuss the fact that information about some of the entries can be found on one page, others are on a number of pages.

Explain to students that you are going to show them how to find words and information quickly. Ask them to look closely at the word *Arctic*. What does the use of the capital letter tell them? (That it is a name) Ask the students to picture the shape and length of the word. Turn to page 13 and scan the text for the word *Arctic*, explaining that you are picturing the word and the capital A to help you to find it quickly. Establish that if you are scanning for a particular word it means that you don't have to read every word.

Focus on the caption and the use of the arrow that links it to the photograph. Read the label and establish that the line points directly to the Arctic on the photograph. Explain that both the caption and the label help the reader to understand what information the photograph is giving the reader. Are the students able to find another caption on this spread?

Strategy check

Recap on how and why the contents and index pages are used to access information in a nonfiction text. Discuss the scanning skills that the students know from previous work.

Independent reading

Ask the students to use the skills that you have demonstrated to:

- 1 use the contents page to find information about symbols used on maps
- 2 use the index to find out what field sketches are.

Returning to the text

- Take feedback from the independent reading activity. Were the students able to use the strategies successfully?
- Discuss the scanning strategies used for the phrase *field sketches*.
- Discuss how they might use these strategies in their reading in other subject areas, for example, when researching topics in geography.
- Recap on scanning strategies, for example, looking for spelling patterns, capital letters, and visualizing the shape of individual words

Landscape Detective

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Ask the students to use the contents page to find the section on maps. Turn to pages 6 and 7. Read the main heading and explain that this tells the reader what the double-page spread is about.

Read the opening paragraph on page 7. Explain that in nonfiction texts information is given both in words and images. Establish that the images of the different kinds of maps help the reader to understand the text in each of the five boxes.

Read the information about scale at the bottom of page 6 and the *Remember* box on page 7. Discuss with the students why they think this information is in a separate box.

Read the *Detective Dos and Don'ts* box at the top of page 6. Why do the students think that folding a map after reading it is important?

Strategy check

Recap on how information can be given in pictures as well as words in nonfiction texts.

Independent reading

Ask the students to turn to pages 18 and 19 and to read the information given. What information can they learn from the diagram on page 19? How could the map on page 18 be used to give instructions?

Returning to the text

- Take feedback from the independent reading activity and explore the students' understanding of the diagram on page 19.
- Why do the students think that this information is given as a diagram rather than in words?
- Focus on the information about graphs at the bottom of the pages. Which do they find easier to understand and why?
- How would they use the map on page 18 to give instructions?

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Turn to pages 14 and 15. Ask the students to scan the text to find the words *evidence* and *survey*. Why do they think they are written in bold? Explain that, in this book, the meaning of words in bold are given in the glossary and that glossaries are usually near the back of the book. Turn to the glossary, establish that it is organized alphabetically and read the definitions of the words *evidence* and *survey*.

Return to pages 14 and 15. Read the main heading and the three subheadings. Establish that these give an overview of the information on these pages and that you now know that there are at least three ways that a landscape detective can gather evidence.

Explain to students that an important skill when reading is to be able to link information and to use your own knowledge to work out what the author means.

Read the paragraph about cameras and the *Detective Dos and Don'ts* box on page 15. Explain that you are able to work out why it is important to check that there is room on a memory card and to check the battery before using a digital camera by linking the information in these sections. You have also used a digital camera and you know that it won't work if the memory card is full or the battery is dead.

Strategy check

Recap on the importance of thinking about what you already know about a subject when reading, and that linking information helps a reader to understand what the author means.

Independent reading

Ask the students to turn to pages 20 and 21. Encourage them to use the main and subheadings on these pages to find out where landscape detectives can look for information.

Ask students to read the text and to think about what they already know about searching for information on the Internet, and in books, that would help them to find out facts about volcanoes.

Returning to the text

- Take feedback from the independent reading activity.
- Were students able to make links with their knowledge and understanding of using organizational features such as contents and index pages, skimming and scanning skills, and key words?

Landscape Detective

Next steps

Topic Work

- Using the information in *Landscape Detective*, students can write a letter applying to be a landscape detective, outlining the skills that they would bring to the job.
- Students could write a list of equipment that a landscape detective needs in order to carry out the job effectively.
- Using the *Detective Dos and Don'ts* from the book, encourage students to create a set of rules for landscape detectives to follow.

Project work

- Students can carry out housing surveys of the local area, using photographs and illustrations to record their findings. Remind them of the different ways of gathering evidence that are outlined on pages 14 and 15 in the book. The information collected can be presented on posters or as a class book.
- Using old and current maps, students can make comparisons of the local area and the way that roads and buildings have been developed and created over the years.
- They could use this information to prepare and deliver an oral presentation to groups or to the rest of the class.
- Using the books and websites referred to on page 23, students can carry out further research into people and places both locally or further afield.

Resource Sheet

Are you a great landscape detective?

Do this quiz and find out!

Remember to use the contents and index to help you to find the answers.



Name _____ Date _____

1 What does a small scale map show?

2 Which book did Dee Phillips write?

3 Name the four main points on a compass.

4 Where can you find online map games?

5 What is an aerial photograph?

6 What is the purpose of a key on a map?

7 Name three ways that landscape detectives can gather evidence.

8 What is an anemometer?

9 What number would a book about volcanoes have on its spine?

10 What would you use a compass for?



Passport to Paris

Lesson One

Objectives

By the end of this lesson students should be able to:

- Predict the content of a text
- Find and use organizational devices to find information
- Scan for specific words and phrases

Introduction

Show the students the front page of the book and ask them to identify and read the title. Explain that the images on the front cover are of famous buildings in Paris. From the front cover details, what information do they think they will find in the book? Turn to the back cover and read the blurb. Now what information do they think will be given in the book?

Turn to the contents page and ask the students where they would look to find an introduction to, or overview of, the book. Are students familiar with the organization of a contents page? Focus on the *Welcome to Paris* entry and turn to page 4. Read the text on pages 4 and 5 and ask the students what they now know about Paris that they didn't know before. Focus on the words in bold print on these pages. Ask the students why they think these words are in bold. Do they know what the words mean? If necessary, explain that they are explained in the glossary. Use the contents page to find the glossary and read the relevant entries.

Turn to the index on page 24 and establish that it is organized by page number. Ask the students to look at the entry for *Bois de Boulogne*. What do they notice about the words? (they are in italics). Ask what the use of capital letters tells the reader (it is a name).

Turn to page 5 and explain that you are scanning the text, looking for three italicised words together and for the capital letters. Read the paragraph that contains the name *Bois de Boulogne*. Are the students able to work out what the *Bois de Boulogne* is? Explore why the students think these words and others are in italics (they are in French). Discuss with the students why scanning is an important skill (when reading it enables a reader to find information without reading every word on a page).

Establish that *Passport to Paris* is an example of a guidebook. Make links with other guidebooks that the students have read. Explore students' understanding of the purpose of a guidebook.

Strategy check

Discuss with the students why scanning is an important skill when reading as it enables a reader to find information without reading every word on a page.

Recap on scanning skills such as picturing the length and shape of words, looking for capital letters and particular spelling patterns.

Independent reading

Ask the students to use the strategies that you have demonstrated to find out:

- 1 what the *Paris Plage* is
- 2 what a suburb is.

Returning to the text

Take feedback from the independent reading activity. Were the students able to use the strategies effectively? Ask them, in pairs, to explain to each other how they found the information.

Lesson Two

Objectives

By the end of this lesson students should be able to:

- Link words and images to gain information
- Find and use organizational devices to find information
- Identify the basic features of an instructional text

Introduction

Turn to pages 12 and 13. Read the main heading and the subheadings. Explain that having read these, you now know what kind of information is given on these pages. Establish that headings and subheadings are signposts that help a reader to find their way around a nonfiction text.

Ask the students to identify the different ways in which information is presented on these pages (as text and as photographs). Ask them to focus on the photograph on page 13. What can they work out from this image? (Paris has old buildings, narrow streets and that it has been raining).

Explain that 'reading' images is an important part of reading nonfiction. Ask the students to identify the captions to the two photographs. What extra information do these give to a reader? What is different about the caption to the photo of the boy on page 12? Why do the students think that a speech bubble has been used here?

What do the students think is the purpose of the *Did you know?* Box at the bottom of page 13. Flick through the book to establish that this box features on many of the pages.

Read the rest of the text on pages 12 and 13, exploring any unfamiliar words and phrases.

Strategy check

Recap on using headings and subheadings to identify the information that is given on a double-page spread. Remind students that information can be given through the use of images as well as words. Establish that, in nonfiction, it is often possible to read paragraphs in any order, or to read the images before reading the text.

Independent reading

Ask the students to look at pages 18 and 19 and to read the headings, subheadings, and captions. They should then focus on the three photographs. What information can they learn from these images and the associated text?

Returning to the text

- Take feedback from the independent reading activity.
- What information have the students been able to learn from the text and the photographs?

Passport to Paris

Lesson Three

Objectives

By the end of this lesson students should be able to:

- Find and use organizational devices to find information
- Scan for specific words and phrases
- Link reading and own knowledge to make inferences and deductions

Introduction

Explain that in this lesson, the students are going to use clues to work out what the author means. Turn to page 21 and read the paragraph under the subheading the *Louvre*. Discuss why the students think the author says that some people were against the new entrance being built. Explain that you think it was because it is very modern compared to the rest of the building. You have worked this out from linking the text, the photograph and your existing knowledge: you know that people often object to new, unusual buildings.

Read the paragraph under the subheading *Museums*. Explain that you think the author says it is easy for people to get to the museums because there will be more transport in the centre of Paris and that you read about the river bus on page 13.

Strategy check

Recap on how to work out what an author means by linking information given in the text, the images and by using existing knowledge.

Independent reading

- 1 ask the students to read page 13 and to work out why the author says that it is mainly tourists who use the bateau bus
- 2 ask the students to read page 17 and to work out why the author says that Parisians enjoy visiting markets.

Returning to the text

- Take feedback from the independent reading activity.
- Were the students able to use the strategies successfully?
- Highlight examples of students drawing on their existing knowledge in their responses and encourage them to refer to the text when they respond.

Next steps

Topic Work

- Using the information about various sights in Paris, students can draw up a list of the places they would most like to visit in the city.
- Students could identify what further information they would like to know about Paris and then use books and the websites referred to on page 23 of *Passport to Paris* to find out more information about the city.
- Using information from the book *Passport to Paris* and from their own further research, students can prepare and deliver a brief presentation on the attractions of the city.
- Based on their reading of the book *Passport to Paris*, students can write postcards, letters, or emails, telling parents or friends about their trips around some of the attractions of Paris.
- Students could write to Jean-Paul, asking him questions about his life in Paris. In the role as Jean Paul, other students can respond, using the information provided in *Passport to Paris*.
- Using secure websites, identify appropriate pen pals in other countries for the students to communicate with by letter or by email.

Group work

- *Passport to Paris* is an example of a guidebook. Students can use it as a model for writing their own guidebook to their local area. Individual students or pairs can research an aspect of the local area, taking photos or drawing illustrations of places of interest.
- Once the guidebook has been compiled, students can create contents and index pages, compile a glossary, and design front and back covers.
- Students could design and produce a poster that persuades tourists to visit one of the attractions that they have read about in *Passport to Paris*.
- Students could make dictionaries explaining the meaning of the French words and phrases that they have come across in *Passport to Paris*.



Resource Sheet

Do you know as much about Paris as Jean-Paul?

Take this quiz and find out. Remember to use the contents and index to help you to find the answers.

Name _____ Date _____

1 What does the word carnet mean in English?

2 What is the Metro?

3 Where in Paris does Jean-Paul live?

4 At what time does Jean-Paul's sister start school?

5 What is the Louvre?

6 What is the most successful rugby team in Paris called?

7 What can you buy from antique markets?

8 How old is the Eiffel Tower?

9 Who wrote *The Hunchback of Notre Dame*?

10 What is the name of the cycle race that takes place in France every year?

