

Key Links

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Purple / Gold

NEW

by Jill Eggleton

Extending language and literacy challenges for young, fluent readers. Reading and writing are explicitly linked.

Reading

New features in Purple & Gold



PHOTOGRAPHER'S DIARY

JULY 21

We arrived at Komodo Island just as the sun was setting. It doesn't look as if there is much growing here. From what I can see it's very rocky and steep. I know, though, there are pockets of jungle in there somewhere, hiding the Komodo Dragon.

I spent the evening checking my camera gear. I wanted to make sure everything was working.

Komodo Dragons are the heaviest living lizards in the world, so even though I think I'm pretty strong, I don't think I'll be picking one up to pet.

I am feeling a little nervous about tomorrow. I mean, trying to photograph a Komodo Dragon in the wild is very risky, but that's my job.



This is a photo of Komodo Island taken from our boat.



The tiny island of Komodo.

PREVIEW / VIEW

What do you notice about the design of this book? Why do you think it is designed like this? By looking at the photograph, how would you describe this island? Look at the map. What information is it giving you? Read the caption under the photo. How do you know the photographer is not in the island? Find the words 'steep' and 'jungle' on the page to yourself. Write the words you find.

READING REVIEW

What do you notice about the design of this book? Why do you think it is designed like this? By looking at the photograph, how would you describe this island? Look at the map. What information is it giving you? Read the caption under the photo. How do you know the photographer is not in the island? Find the words 'steep' and 'jungle' on the page to yourself. Write the words you find.

WRITING REVIEW

A diary records thoughts and feelings. What are some of the photographer's thoughts and feelings here? A diary can be written as though the person writing it is talking to someone. What sentence here makes it sound like the writer is talking to someone?

- metaphor
- personification
- cause and effect
- more complex Word Spotting
- possessive apostrophe
- more challenging vocabulary
- increased word count

Three circular callouts with icons and text:

- READING REVIEW**: What do you notice about the design of this book? Why do you think it is designed like this? By looking at the photograph, how would you describe this island? Look at the map. What information is it giving you? Read the caption under the photo. How do you know the photographer is not in the island? Find the words 'steep' and 'jungle' on the page to yourself. Write the words you find.
- READING REVIEW**: Click the word Komodo. How many syllables?
- WRITING REVIEW**: A diary records thoughts and feelings. What are some of the photographer's thoughts and feelings here? A diary can be written as though the person writing it is talking to someone. What sentence here makes it sound like the writer is talking to someone?

From A photographer's Diary, Key Links Gold

"Oral Language is the bridge between reading and writing" Jill Eggleton



Talking

Partner Prattle

Writing

Going Solo

NEW to Purple / Gold

The focus is on oral language and communication

In pairs, students are explicitly guided to think and talk in a specific text form

Partner Prattle

AN EXPLANATION: Talking Topics – Animal Protection

camouflage, tusks, horns, ideas, beaks, claws, poison

1. Choose a topic to give an explanation on.
2. Tell your partner:
 - what your explanation is about
 - some facts you know about your topic
 - use words like **so** and **because** when you explain.
3. You can draw a quick diagram to help you to explain.
4. Get your partner to find out more about your topic by asking you questions. They can use: How, Why, Where, When, What?

My topic is about how animals use camouflage for protection. Animals can use camouflage to protect themselves from their predators. When a chameleon is in danger it can change its colour to match wherever it is so it can't be easily seen. It has something under its skin that allows it to do this.

What is the 'something' under its skin?

Going Solo

Writing an EXPLANATION.

1. Choose a TOPIC.
2. Make a list of things you need to find out.
 - Write down what you need to find out.
 - Find out about the things you need to know.
 - You can use the library, use the internet or ask someone.
 - Make notes. You can use a dot-burst graphic organiser.
3. Make some headings from the information in your organiser. Write your explanation. You can use facts, captions, photographs, illustrations, diagrams, graphs, tables.
4. Make up your own graphic organiser.
 - why? how?
 - facts under the headings
 - use words like **so** or **because** to link some sentences.

Headings: Label/diagram/caption

Facts: Topic:

Students are planning for writing and then writing for themselves

Prompts support students as they write independently

Text features are highlighted



SCHOLASTIC

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