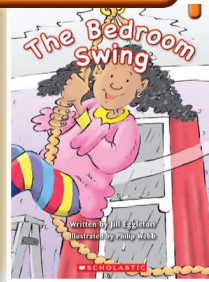
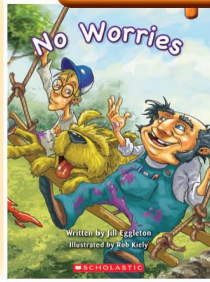
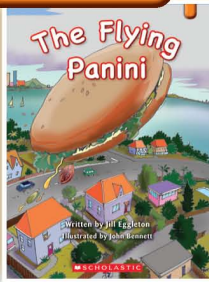
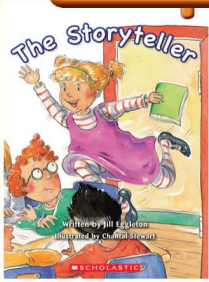


Key Links Orange – 12 titles

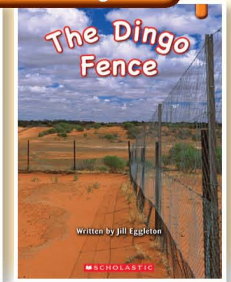
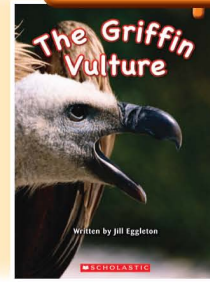


- Increases the challenge in the verbal and visual text
- Informs and engages readers
- Continues to focus on building comprehension and oral language strategies and skills
- Has a NEW focus on text/genre forms through:
 - Partner Prattle – thinking and talking about text forms
 - Going Solo – using a memorable graphic organizer to gather ideas
 - Going Solo Examples – uses several of the books read as models in the graphic organizer

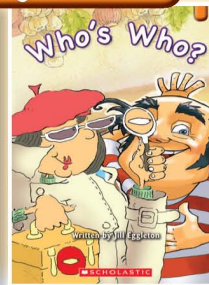
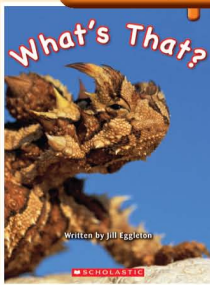
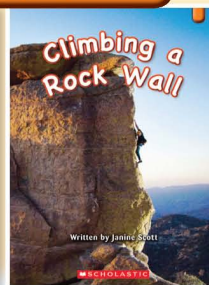
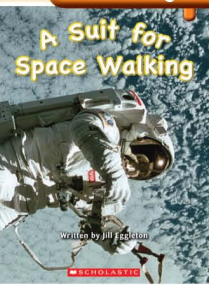
Narrative



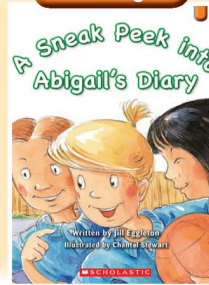
Informational Report



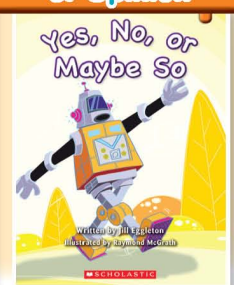
Explanation



Diary



Persuasive Argument or Opinion



The **FOCUS PANEL** provides probing, quality teaching prompts

Why an Astronaut Needs a Space Suit

On Earth we have air to breathe and we are protected from the hot rays of the sun by the ozone layer. Our bodies don't get too hot or too cold. But it is not like this in space, so astronauts need space suits to survive if they go space walking.

The astronaut has a backpack. It has jets to help him move. He can't jump back to Earth.

PREVIEW/VIEW

What do you notice in the astronaut's hands? Why do you think he needs this?

Read the heading and the caption. What words in the caption are compound words? How do the two words help you understand what the one word means? What do you think you will find out about on this page?

Read the page. Were there any words you didn't know the meaning of or how to say? Clarify – ozone protected survive layer.

Were your predictions right about what you thought you would find out about? How were they right? Look at the diagram. What information is it giving you? From this information, what do you think the space suit might have to help an astronaut survive? Continue on PREVIEW/VIEW to page 17.

WRITING REVIEW

Explanations have facts. Find two important facts on this page. Turn to WRITING REVIEW on page 7.

NEW READING – WRITING LINK

Partner Prattle

Partner Prattle

A NARRATIVE IDEA

RETELL: A story I have read or heard

1. Think about the story. What is the title?
2. Begin to retell the story to a partner. In the beginning make sure you tell:
 - who the characters are
 - where the story is set
 - when the story happens
3. Tell your partner what happened in the order it happened.
4. Make sure you tell your partner what the problem or problems were and how they were solved.
5. Get your partner to find out more by asking questions: How, Why, Where, When, What?

The story is called 'Foxy'. One Saturday, Adam found a little fox who had a little hole in its back which he decided to keep. He took the fox and took it to his house but he didn't want to tell his parents.

Partner Prattle

A PERSUASIVE ARGUMENT: Talking Topics

What Do You Think?

ozone should not be in cities

birds should not be caged

kids should not play computer games

off test food process should be banned

kids should not play computer games

Why are airplanes fast?

The **FOCUS PANEL** combines PREVIEW/VIEW and continues to develop skills and strategies

READING REVIEW

WORD SPOTTING

Find an adjective, a verb, a noun

How do you know it is an adjective, a verb, a noun? Turn to WRITING REVIEW on page 7.

READING REVIEW

WORD WORK

apostrophe plurals/singular or sound

Write the words astronaut's body. Make a circle around the apostrophe. What is it there for? Turn to WRITING REVIEW on page 7.

WRITING REVIEW

Explanations have facts. Find two important facts on this page. Turn to WRITING REVIEW on page 7.

Going Solo

Going Solo

1. Choose a NARRATIVE.
2. Find the TITLE of the NARRATIVE.
3. Find the:
 - INTRODUCTION: What? Where? When?
 - PROBLEMS: What characters meet?
 - SOLUTIONS: To those problems.
4. Make a rocket graphic for your title like this:

Going Solo

1. Look at a book. You can read it well! Read Cinderella, Three Little Pigs, or another book that tells a story.
2. Use the story to find a problem eg Cinderella should not have gone to the ball.
3. Give an opinion about the problem.
4. Give some reasons for your opinion.
5. Say what could be done.
6. You can make a fish graphic like this:

A NEW approach to REVIEW – Reading and Writing