

Read and Succeed

Book 1

Ages 11 - 14 years

- Solo Sailor
- Curse Or Coincidence?
- Go SK8
- Bigfoot Or Big Fake?
- Gondwanaland
- UFO Sightings
- Freerunning
- Go Casey
- Tsunami Survivor

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Teachers' Notes

Read and Succeed Book 1 is written for lower secondary students who are struggling to keep up with their peers. Researchers and teachers know that a student's fluency in reading increases as the student reads more often, and experiences success and enjoyment as their skills develop.

It is important to remember that secondary students experiencing difficulty with reading must be retaught basic literacy skills and concepts that they may have had difficulty processing in earlier years for whatever reason. When they acquire these skills, they will begin to gain confidence putting them into practice.

Students at lower secondary level who are not reading at their expected level of competency are more likely to engage with texts about fascinating subjects. In *Read and Succeed Book 1*, students will read a range of texts that are likely to be of interest to them and complete language activities that focus on the student succeeding with reading. The book uses short paragraphs to develop key ideas.

Ideas on how to use the book:

- *Model effective reading strategies by reading to the student or group. Ask questions before, during and after reading.*
- *Discuss the topic of each unit and encourage students to contribute their prior knowledge of the topic. Prior knowledge helps with understanding.*
- *Actively teach comprehension skills. Discuss how to work out the meanings of unfamiliar words, make predictions, summarise main ideas, identify literal information and make inferences.*
- *Encourage students to work in cooperative groups so that they experience success.*
- *Develop students' confidence in reading so that when they read they will succeed. When they succeed they will read more and develop their skills and enjoyment of reading.*

An apostrophe is used with common nouns and proper nouns to show possession.

Examples: Jessica Watson's plan. (The plan belongs to Jessica.)

Ella's Pink Lady. (The Pink Lady belongs to Ella.)

○ Add apostrophes to show possession.

a. The boats mast.	f. The sailors plans.
b. Jessica Watsons boat.	g. Australias oceans.
c. The boats owner.	h. The cabin cruisers deck.
d. Brisbanes streets.	i. The Prime Ministers cheer.
e. Jessicas sisters.	j. The boats cabin.



○ Work out the meaning of each underlined word by reading the whole sentence.

1. She sailed <u>solo</u> round the world. solo: _____
2. She circumnavigated the <u>globe</u> . globe: _____
3. She was not allowed to <u>moor</u> in any port. moor: _____
4. She sailed more than 20,000 <u>nautical</u> miles. nautical: _____
5. She completed the dangerous <u>voyage</u> . voyage: _____

- Organising information in chronological order can help the reader to predict what will happen next and also locate information easily.

1. Find these dates in the text and complete each sentence.

a. In the 1950s _____

b. By the early 1960s _____

c. By the mid-1960s _____

d. In 1972 _____

e. By 1975 _____

f. By the 1990s _____

g. At the present time _____

h. Maybe in the Olympics _____

i. The future of skateboarding is _____

- Language and spelling changes over time.

2. Translate the text messages below.

a. M8 _____	f. BCNU _____
b. EZ _____	g. GOSK8 _____
c. SK8 _____	h. CUL8R _____
d. OIC _____	i. SK8RBOI _____
e. SK8R _____	j. UR 1DRFL _____

○ Read the words on the left and match them with their correct meanings on the right.

___ SCIENTIST	a. A map maker.
___ ROCK	b. The remains of an ancient plant or animal preserved as rock.
___ CONTINENT	c. A person who studies natural or physical science.
___ THEORY	d. A mountain that erupts with molten rock, and ash.
___ PROOF	e. Something that shows a thing is true.
___ EARTH	f. The two plates that move across the Earth's surface.
___ VOLCANO	g. A large mass of stone.
___ TECTONIC PLATE	h. One of the seven large land masses.
___ FOSSIL	i. The planet that we live on.
___ CARTOGRAPHER	j. An explanation based on observation or reason.

○ A suffix is added to the end of a word to create a new word.
The suffix 'graph' is Greek in origin and means 'to scratch or write'.

Find a word in the text that has 'graph' in it.

Write three more words that include the word graph.

○ Read the text *UFO Sightings* on page 38 again, then answer the questions. Scan the text to locate the information.

1. What do the initials UFO mean?

2. When and where were the first UFO sightings recorded?

3. What could the early sightings of UFOs have been?

4. Why were reported sightings of UFOs investigated and taken more seriously after the 1940s?

5. What did Kenneth Arnold report in 1947?

6. Where does the term 'flying saucers' come from?

7. Why do some people fake UFO sightings?

8. What important UFO sighting in Australia was reported by a lot of people in several states?

9. What do you think about the explanation for this sighting?

10. What sort of things could be mistaken for a UFO?

○ A biography is the story of a person's life written by another person. It usually contains important information such as places, dates, names, events and technical language.

1. List four dates and achievements that you consider to be important in Casey Stoner's life.

• _____

• _____

• _____

• _____

○ In the biography there are some words that are specific to the sport of motorbike racing. This is known as technical language.

2. Read the sentences below then explain what the underlined words mean.

1. He competed in his first race in the under nines category.

category: _____

2. He finished the series runner-up to the champion.

champion: _____

3. Casey won his first ever 800cc Grand Prix in the MotoGP class.

Grand Prix: _____

4. He won five Australian titles at the meet.

meet: _____

5. He was on the podium for top finishers ten times.

podium: _____

6. What do the letters cc tell you about these motorbikes: 50cc, 125cc, 250cc, 800cc?

cc tells me the size of the motorbike's _____

- Before reading *Tsunami Survivor* below, answer the questions.

What do you know about a tsunami? _____

What do you think causes a tsunami? _____

- Read *Tsunami Survivor* below. If you come across an unfamiliar word, try to work out its meaning from the rest of the sentence.

◦ TSUNAMI SURVIVOR ◦

On 11th March 2011 northern Japan was hit by a deadly tsunami caused by a major offshore earthquake. Its huge eight metre waves covered everything in its path – people, animals, cars, boats, homes and buildings.

For many days rescue crews worked hard to find survivors in the wreckage. Over 20,000 were found dead or pronounced missing. Three weeks after the tsunami on 1st April, another news item spread across the world. A medium-sized brown dog was spotted during an aerial search for survivors off the coast. It was observed walking around on what was left of a roof. The roof was floating a kilometre and a half off Japan's north coast, with other debris.

The crew of the search helicopter who spotted the dog soon reported that they were running low on fuel so they called in the coast guard rescue boat. As the rescue boat approached the floating wreckage, the frightened dog hid. It took some time before a rescuer was able to encourage the dog closer so that he could catch it.

Later, people all over the world watched as the exhausted dog was safely moved to the coast guard boat. The footage of the dog quickly captured the hearts of viewers as the rescuers hugged the dog and it licked its rescuers' hands. The dog was wearing a collar but rescuers were not able to identify where the dog had come from or trace its owner as it had no identification tag.

Later that day, a Japanese woman watching the news recognised her dog, Ban. "I recognised her immediately after seeing her face," she said. The reunion of Ban with her owner was emotional. Ban wagged her tail and jumped quickly into her owner's arms. "I am happy that she seems healthy. I want to cherish her always when I take her back."

A happy reunion marked the end of a wonderful story of survival.

