

Read and Succeed

Book 2

Ages 11 - 14 years



- The Dare
- The Great Barrier Reef
- Celebrity Penguin
- Letter From Gallipoli
- Aim High
- Changes
- Ghost Ship
- Home Of The Blizzard

By Margaret Warner

Teachers' Notes

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 taught basic literacy skills and concepts that they may have missed out on earlier. When they acquire these skills then they will gain confidence in putting the skills into practice.

Students at junior secondary level who are not reading at their expected level of competency are more likely to be interested in a text or topic that is of interest to them. In *Read and Succeed*, students will read a range of texts and complete language activities that focus on the student succeeding with reading. The texts are high interest with short paragraphs that develop key ideas.

It is important for the teacher to:

- *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 knowledge of the topic. Prior knowledge helps with understanding.*
- *Actively teach comprehension skills. Discuss how to work out the meaning of unfamiliar words, make predictions, summarise main ideas, identify literal information and make inferences. These are skills that older students often missed out on acquiring and must be taught.*
- *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.*

- Read the short summary below. As you read, think about the words that you would use to fill in the spaces.

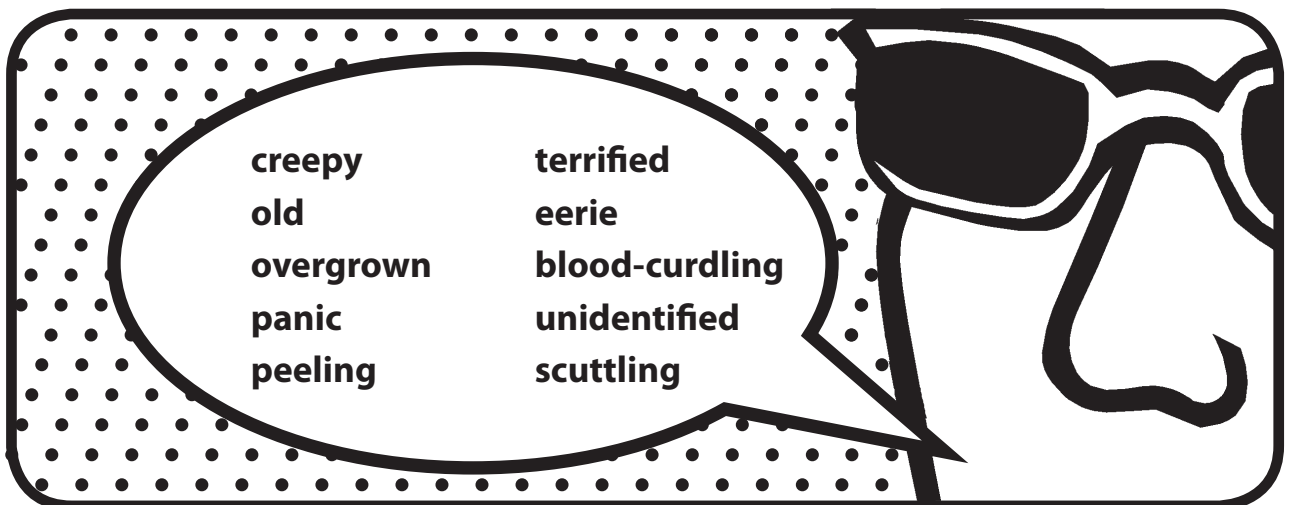
◦ THE DARE ◦

Keira knew that Jarrod was just teasing her when he called her a wimp. He said she wouldn't dare to sneak into the (1) _____ house on the hill after dark. She was going to prove him wrong. She knew that there were stories of (2) _____ lights and (3) _____ sounds coming from the old house at night but she wasn't scared. She crept down the (4) _____ path to the front door and gave the (5) _____ door handle a push. Once inside she could smell the dust and mould. Soft (6) _____ noises reminded her of rats but it was only cockroaches. Suddenly the front door slammed shut. She turned in (7) _____.

She tried to calm herself. It was only an (8) _____ house. There were no vampires or werewolves here. She calmed her breathing and then she heard the (9) _____ scream. Now she was really (10) _____.

It only took a moment before she heard another sound ... someone laughing.

- Now read the summary again and use the words below to fill in the gaps.



- After you have finished adding the words, read the summary again and check that the words that you have added make sense in each sentence.

1. Draw lines to match each word with its meaning.

- | | |
|----------------|--|
| a. coral | 1. in danger of extinction |
| b. island | 2. something passed down from one generation to the next |
| c. reef | 3. a creature with a hard shell that lives in the water |
| d. cay | 4. shapes formed from the tiny polyps |
| e. environment | 5. connected with the sea |
| f. species | 6. a small island made of sand or coral |
| g. marine | 7. a narrow ridge of coral |
| h. crustacean | 8. land surrounded by water |
| i. endangered | 9. groups of animals |
| j. heritage | 10. the physical aspects of an area |

2. Explain how coral grows and what it looks like.

Sample

3. Circle the species that can be found on the Great Barrier Reef.

possums	dolphins	seahorses	whales
fish	corals	wombats	horses
giant clams	birds	dugongs	crustaceans
goannas	cows	turtles	koalas
kangaroos	sea snakes	emus	starfish

- Before reading *A Letter From Gallipoli*, answer the question below.

Why is Gallipoli so important to Australia? _____

- Read the text below. If you come across an unfamiliar word when you are reading, try to work out its meaning from the rest of the sentence.

◦ A LETTER FROM GALLIPOLI ◦

May 1915, Gallipoli

Dear William,

I hope that you are well. How's the weather? It won't be long until winter in Australia. It's quite warm here though, since it's nearly summer.

Life here at Gallipoli is a continual fight for survival. All day the sound of guns fill the air. Don't worry about me though. I keep out of the way of any stray bullets. There was a soldier I met here who was braver than most. His name was John Simpson but his mates called him Jack. He was a stretcher bearer. It's a tough job because the terrain here is so uneven and hilly. Worse than that there are always snipers waiting to kill a soldier who is out in the open.

Simpson had the great idea of using donkeys that were brought to carry kerosene tins of water to the troops. He saw a few donkeys abandoned by their handlers, just grazing in the overgrown gullies. So he thought that he would be able to get the wounded soldiers to sit on the donkey and that he could get them down to the Field Ambulance station quickly. He knew that by using a donkey he could rescue more casualties than he could by waiting for another stretcher bearer to help him carry just one injured soldier at a time.

For days Simpson and his donkey carried wounded men down to get help. He risked his life every time. Sometimes a sniper shot the wounded soldier and sometimes the donkey was killed. One of the commanding officers even tied a Red Cross armband round the head of Duffy, one of Simpson's favourite donkeys, telling the men that the donkey was now officially a member of the unit.

As Jack and Duffy continued their rescue of casualties, they were constantly exposed to rifle fire and shrapnel. The soldiers all knew that it would be impossible to avoid being wounded or killed because of the extreme danger, but we all hoped that somehow he would survive. On May 19th Simpson's luck ran out. As he was coming down the Valley he was hit by machine gun fire and died. The men think that Simpson probably rescued more than 300 soldiers in the three weeks that he was here. There was a general feeling of sadness and gloom amongst the men when news of Simpson's death spread through the troops.

I have to finish my letter now. I hope that you are helping mum with everything. Make sure there's always enough wood for the fire. I miss mum's home cooking. To eat the food here you need a cast iron stomach. Tell mum that I can't wait to smell fresh bread baking in the oven and taste one of her home-made blackberry pies.

Your big brother

James.

- **Aim High** is an information report about one person's achievements. An information report often contains: names, facts, statistics or dates.
- There are a number of proper nouns in the text. A proper noun is the name of a person, place, country, continent, river or mountain, e.g. Mount Everest. Proper nouns begin with capital letters.

1. Find four proper nouns in the text.

• _____	• _____
• _____	• _____

- There are a number of mountains mentioned in the text. An apostrophe is used to show the connection between a mountain and the country or continent where it is located, e.g. Africa's Mount Kilimanjaro.

2. Find four examples in the text that use the apostrophe in this way.

• _____	• _____
• _____	• _____

3. In the text find the names of the seven mountains that George Atkinson climbed to gain the world record.

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

4. There are a number of noun and adjective groups in the text that describe events or places, e.g. final stage. Find eight noun and adjective descriptions.

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

○ **Changes** is an informative text that describes the writer's grandfather. An informative text has an introduction that tells the reader about the subject, a main part that includes details about the subject and the last part includes a final comment about the subject.

1. List three features that the writer mentions about his grandfather in the photograph.

2. Find adjectives that describe the grandfather's features in the introduction.

a. He is standing _____ .

b. He looks _____ .

c. His hair is _____ .

d. His eyes are _____ .

e. His smile is _____ .

3. Find adjectives that describe the grandfather's features as an old man.

a. He is standing _____ .

b. He looks _____ .

c. His hair is _____ .

d. His eyes are _____ .

e. His smile is _____ .

4. In a descriptive text the verbs are usually in the present tense. Scan the text and add the verbs.

a. I _____ at the photo.

b. I _____ when I notice his ears sticking out.

c. I _____ as my grandfather _____ slowly into the room.

d. His voice _____ a little.

e. He _____ and I _____ the wisdom of age in his look.

1. Read the statements below about the Mary Celeste then circle true or false.

- | | | |
|---|------|-------|
| a. The Mary Celeste was on course when sighted. | True | False |
| b. The ship was heading for Italy. | True | False |
| c. The crew were not experienced. | True | False |
| d. The crew and passengers were on board. | True | False |
| e. The cargo was still in the hold. | True | False |
| f. Valuables were untouched. | True | False |
| g. The weather was calm. | True | False |
| h. All lifeboats were still on board. | True | False |
| i. There were signs of a fight. | True | False |
| j. The mystery remains unsolved. | True | False |

2. Write a short summary of the discovery of the Mary Celeste.

Sample



YOUR OPINION

- Do you think that the mystery of the Mary Celeste will ever be solved beyond doubt? Give reasons for your answer.
