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| **Introduction to Reading****Pages 1-3** |
| **Teacher’s Activity**  | **Learners’ Activity**  |
| * Ask leaners to guess what the children on the front page are referring to. (pg1)
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| * Ask learners to think about what we read. (pg2)
 | * Learners think about what we read and therefore start to consider the role of reading.
 |
| * Discuss the things that we read with pupils, explaining that reading is a wide ranging skill that has many different purposes.
 | * Learners start to think about reading as a wide ranging life skill rather than simply a functional action.
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| **SQ4R****Pages 4-9** |
| **Teacher’s Activity** | **Learners’ Activity** |
| * Read through the information on page one, explaining what is meant by active reading. (pg4)
 |  |
| * Ask for the definition of the word ‘acronym’. (pg4)
 | * Learners write the definition of the ‘acronym’ in the word bank box. (pg4)
 |
| * Introduce the vocabulary used when talking about the skills. (pg5)
 |  |
| * Give definition of ‘summarise’. (pg5)
 | * Write definition in word bank. (pg5)
 |
| * Work through the SQ4R video, pausing and guiding pupils to complete activities.
* Guiding learners as they write on their own copy of the text.
* Providing explanations and examples to the class.
 | * Learning about each skill and writing a summary in their work book. (pg 5)
* Using the reading skills to work through reading the ‘African Trek’ text. (pg6)
* Introduction to the SQ4R tool.
 |
| * Ask learners to think about the SQ4R skills and the stage at which they are used in reading – before, during or after.
 | * Learners think about the skills and the structure of reading.
* Write the skills into the correct boxes (pg8)

**Before**SurveyQuestion**During**Read Recite**After**Record Review |
| * Guide learners through the learning analysis. (pg9)
 | * Learners think about the skills they have learnt and how confident they are in using them.
 |
| **At this point, make a decision about whether the class is ready to move on to the next section.** |
| **Give it a Go!** **Pages 10-12** |
| **Teacher’s Activity** | **Learners’ Activity**  |
| * Remind learners of the SQ4R skills they have worked through and refer back to the ‘African Trek’ piece to show how the skills were used.
 | * Looking at an example of the skills having been used in order to provide an example for the task.
 |
| * Explain that learners will work individually to apply the SQ4R skills to the ‘Scientific Police Weapons’ article. (pg10)

**NB** there aren’t any questions to answer, the learners are purely testing out how to use the skills. (pg10)* Explain that the pupils can use the SQ4R tool to write down information as they question, record and review. (pg11)

**NB** there may not be enough space for pupils to question, record and review on the piece of writing itself, so the tool will be handy. However, the piece of writing should demonstrate the surveying has been done (e.g. the text features circled etc.)  | * Learners read the text, using the tools they have learnt.
* It is important that they follow the process demonstrated in the video.
 |
| * Mark learners’ work using the ‘How did you do?’ page in their booklets. You’re simply colour coding each skill green, amber or red and then giving a tip for improvement for each skill. (pg12)
* Hand the sheet back to the learners and guide them to do their own colour coded analysis and to give a comment. (pg12)
 | * Learners will be assessing the use of skills and considering how confident they are in using the skills.
* After filling in their own analysis and comment, learners give two stars, based on the grid, to their peer’s work.
 |
| **At this point, make a decision about whether the class is ready to move on to the next section.** |
| **SQ4R Skills in Focus: Surveying, Text Features** **Pages 13-15** |
| **Teacher’s Activity** | **Learners’ Activity** |
| * Explain that learners will now explore text structures and signal words in order to help them when they’re surveying a text.
 |  |
|  | * Write a summary of surveying in the box provided.
 |
| * Explain that in order to survey, learners need to be aware of different text features and the vocabulary needed to refer to them.
* Give learners a text book – this could be done in groups, with everyone filling in the grid in their work books –or individually and ask pupils to find an example of each text feature and either write, explain or draw an example in the last column.
 | * Learners will be familiarising themselves with the common text features and building their own ‘bank’ to refer to.
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|  **SQ4R Skills in Focus: Surveying, Text Structure** **Page 16** |
| **Teachers’ Activity** | **Learners’ Activity** |
| * Explain that learners can also look for signal words when surveying the text in order to help them gain an understanding of what the text is about.
 | * Watch the video, referring to the grid as they are watching.
 |
| * Introduce learners to the web based game – this can be played as a whole class or individually, depending on time and resources.
 | * Learners play the game, matching the signal words to the relationship, familiarising themselves with the signal words.
 |
| Now that pupils have experience of using this reading strategy, you should refer to it when they are reading texts during study. You may also think about giving pupils additional texts to apply the reading strategy to in order to help embed its use.  |