Stage 1 Modelled Reading Plan	**Term**: 1 **2** 3 4 **Week**: 1 2 3 4 5 **6** 7 8 9 10 11

"Merely inviting children to talk during interactive read-alouds is not sufficient to accelerate their literacy development... Instead growth is related to how frequently they engage in analytical talk."

<div align="right">(Dickinson and Smith, 1994)</div>

Text Title: Thelma the Unicorn **Author/Illustrator:** Aaron Blabey	**Concept/s and Big Idea:** The importance of being yourself Being true to yourself Being proud of who you are

LISC

Learning Intention (WALT):	think about and reflect on what we read
Purpose (TIB):	gaining a better understanding of what we read helps us to make meaning and learn more about the world around us
Success Criteria (WILF):	*expand on whichever comprehension strategy you are focusing on • I can connect what I am reading to another experience ▪ I can use evidence from a text and my own experiences to make a prediction ▪ I can question what I read ▪ I can summarise the main ideas from a text ▪ I can visualise to get into the world of a story ▪ I can use monitoring strategies to make sure my reading is right

PROCEDURE 1: *Learning how to listen and getting in the world of the story*

Book orientation:

Thelma is an ordinary pony who longs to be more. One day, she spots a carrot on the ground and comes up with a brilliant idea! She ties it to her head, just before a skidding truck spills pink paint and glitter all over her! Presto! Thelma is a unicorn! Thelma quickly rises to fame, but does she really want all the attention? Or would she be happier as her old self again?

Introduce vocab/phrases:

- Forlorn
- Perfect
- "good grief"
- special
- and so a star was born...

Book introduction -
*Provide one or two sentences that introduce the main idea and central problem.
*Use illustrations on the back/and or front cover to *support*.

Book reading
*Use expression, dramatic pauses, eye contact, vary the pace of reading
*Enhance a few words or phrases by:
  ✓pointing to illustrations
  ✓gesturing dramatically or
  ✓inserting one or two definitions.
*Think out loud
*Link illustrations to text

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- fans - fame - 'fans were mad for her' - autograph - concept of 'Identity' **OBSERVATIONS:**	*Get in the world of the story *Showing anticipation 'I wonder..' *Empathising with characters *Me explaining, students listening *Modelled text may form the stimulus for writing task to follow.. *Ask one or two follow up analytical questions based on your comments. <u>After-reading discussion</u> *Ask a "why" question that calls for an explanation (…"why" questions...."*I'm thinking...*").

| **PROCEDURE 2:** *Learning how to think about the text. Rich inferential talk and observations by the teacher* ||

<u>Revisit Book:</u> - Thelma doesn't think she is special so she pretends to be a unicorn - Fame isn't as good as Thelma thought it would be - She decided to 'ditch' her disguise and go back to being herself - Thelma is happy just being herself <u>After Reading Discussion:</u> ➢ Why do you think Thelma feels <u>insecure</u> about herself in the beginning of the story? Do you ever feel insecure? Why? How can you conquer your insecurities? ➢ Do you think Thelma was <u>deceitful</u> to pretend to be a unicorn? Explain your answer. ➢ Can you understand why she acts as she does? How can our negative emotions sometimes lead us to act in negative ways? ➢ Why is Otis an important part of the story, even though he isn't in the story for long? Why are the people who love us just as we are so important? ➢ What do you think about Thelma's fans? Do you think they acted fair towards her? ➢ Do you think it is important to be yourself? Why? ➢ Did this book make you feel happy or sad? Explain why. ➢ What special message does this story teach us? **Illustrations:** • Review illustrations on each page and prompt students to talk about what they see, what the illustrations show us/reveal to	<u>Before reading:</u> *Reminding students what they already know *Interpreting illustrations *Defining words and enhancing language <u>Reading the text:</u> *Revealing what characters may be thinking or feeling *Connecting students to actions within the text *Asking analytic questions based on teacher comments *Asking thoughtful questions that encourage analytic thought *High level inferential thinking *Defining words to enhance language *Valuing students ideas *Asking 'I wonder' questions *Being in the world of the author *Model high level thinking *Voicing what is already known <u>After-reading discussion</u> *Ask another "*why*" or "*What might have happened if...?*" question. *Proceed to 'Super Six' comprehension activities

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us:

- ➢ Unicorn in the clouds
- ➢ Thelma looking at the big, more 'beautiful' horse
- ➢ Otis' reaction when Thelma puts the carrot on her nose (facial expressions on each page)
- ➢ The fans and their signs
- ➢ The facial expression of the man on the boat
- ➢ Thelma as the fans start to bother her
- ➢ The mean signs and their reaction on Thelma
- ➢ Thelma's expression at the end of the book

OBSERVATIONS:

PROCEDURE 3: *Engaging students in high quality conversations to develop vocabulary and comprehension*

Overview of Super Six Comprehension strategies

Explicit teaching of strategies as per Scope and Sequence as required (refer to Stage 1 Focus on Reading lessons and resources)
Class teacher to focus on strategies as per student need/as per text type
Students practise strategies independently during literacy activities
Below are sample ideas. Comprehension lesson (questions, prompts, discussion and activities) should be planned for by individual teachers in response to class needs

Making connections: *students prompted to comment on:*
- o Text to self: this reminds me of a time when I felt insecure about myself…
- o Text to text: can you think of another story where the character has experienced similar feelings
- o Text to world: why is it important for people to be proud of who they are? What was the impact on Thelma when she became famous? Do you think other famous people experience the same thing?

Predicting:
- o students make predictions about what the text could be about based upon front cover
- o students predict what life might be like Thelma if she had continued to be just who she is rather than pretend to be a unicorn
- o make a prediction about what life might be like for Thelma and Otis now/what is their relationship like?

Making connections - Learners make personal connections from the text with: something in their own life (text to self), another text (text to text) or something occurring in the world (text to world).

Predicting – Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening.

Questioning – Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or a teacher

Monitoring – Learners stop and think about the text and know what to do when meaning is disrupted.

Visualising – Learners create a mental image from a text

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Questioning:
- refer to 'after reading' discussion questions in Procedure 2
- Encourage students to ask their own questions/Yarning buddy time/knee-to-knee to encourage rich discussion about text
- Question stems - *refer to Focus on Reading resources

Monitoring:
- model/think aloud monitoring strategies used to clarify meaning of text

Visualising:
- Teacher reads an imaginary page from the text (linking to story) and students describe then draw an image of what this looks like, eg – Thelma was trotting down the street, being followed by a crowd of fans when all of a sudden a huge wave of water was thrown over her, washing away her unicorn disguise!

Summarising:
- students summarise the main ideas from the text
- students summarise the main character traits
- students summarise the things that made Thelma feel insecure about herself

OBSERVATIONS:

read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

Summarising – Learners identify and accumulate the most important ideas and restate them in their own words.

Ashlee Pepper, Shell Cove Public School