

Table of Contents



Overview

USING THE CARS AND STARS PLUS SERIES	4
THE CLASSROOM READING SYSTEM	10
FEATURES OF A STARS PLUS LESSON	12
RESEARCH SUMMARY	24
STRATEGY BOOKMARKS (<i>Reproducibles</i>)	28

Lesson Plans

Lesson 1	FINDING MAIN IDEA	32
Lesson 2	RECALLING FACTS AND DETAILS	38
Lesson 3	UNDERSTANDING SEQUENCE	44
Lessons 1–3	REVIEW	49
Lesson 4	RECOGNISING CAUSE AND EFFECT	50
Lesson 5	COMPARING AND CONTRASTING	56
Lesson 6	MAKING PREDICTIONS	62
Lessons 4–6	REVIEW	67
Lesson 7	FINDING WORD MEANING IN CONTEXT	68
Lesson 8	DRAWING CONCLUSIONS AND MAKING INFERENCES	74
Lesson 9	DISTINGUISHING BETWEEN FACT AND OPINION	80
Lessons 7–9	REVIEW	85
Lesson 10	IDENTIFYING AUTHOR'S PURPOSE	86
Lesson 11	INTERPRETING FIGURATIVE LANGUAGE	92
Lesson 12	SUMMARISING	98
Lessons 10–12	REVIEW	103
Lessons 1–12	FINAL REVIEW	104

Answer Form (<i>Reproducible</i>)	106
--	-----

Completed Answer Form	108
------------------------------------	-----

FINDING MAIN IDEA

★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Find the main idea by figuring out the most important idea in a reading passage
- Identify when test questions are asking them to find the main idea

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

Tell students that today they will learn how to find the main idea when they read.

SAY: Good readers find the main idea by figuring out the most important idea in a reading passage. You already know about main idea because you think about what is most important in the things that happen to you every day.

Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

SAY: Suppose you just saw a man save a cat from a tree. You want to tell your friend about the incident. You are very excited about what happened, so you tell it all in one sentence.

Point out to students that since they wanted tell what happened quickly, they gave only the most important idea of the event. They did not include less important details. Explain that they found the main idea of the event.

ELL Support**Comparatives and Superlatives**

Explain to students that comparatives are words that compare two things, and superlatives are words that compare two or more things. Write the words *longer* and *longest* on the board. Have students practise pronouncing *longer* and *longest* so that they correctly hear the difference in the words. Ask students to choose three objects in the classroom. Work together to use a complete sentence with the words *longer* and *longest* to compare the three objects (The book is *longer* than the pencil, but the ruler is *longest* of them all). Guide students to see that three things are being compared: a book, a pencil and a ruler. Clarify that what is being compared is the size of the objects.

Point out the comparative *longer* on student book page 10.

Genre Focus**Myth**

Tell students that on page 12, they will read a myth. Define this genre for students. Say that a myth is a fictional story set in the past. Often its purpose is to explain something about human behaviour or the natural world. Myths are closely tied to the religious beliefs and ideals of the particular culture from which they came. Usually, the characters in myths are gods, goddesses or godlike beings. These characters usually have extraordinary powers and can make impossible things happen. The hero of a myth often possesses the exemplary traits most valued by the culture. Have students share myths that they may have read or heard.

Modelled Instruction

Lesson

FINDING MAIN IDEA

PART ONE: Think About the Strategy

What Is Main Idea?
Everything you read has a main idea – books, short stories and so on. A movie or television show tells a story that has a main idea. The main idea tells what something is mostly about.

- 1 Write the name of a TV show you watched recently.
Responses will vary.
- 2 Write three important things that happened in the show.
Responses will vary.
- 3 Write a sentence that tells what the TV show was mostly about.
Responses will vary. Students should write one sentence that tells the main idea of the TV show.

Work with a Partner

- Tell your partner about a poem, story or article you have read.
- Take turns telling about the main idea of the poem, story or article. Tell your main idea in one sentence.

STARS Plus Student Book F CA12147 • 9781743305812 • © 2013 Hawker Brownlow Education

How Do You Find the Main Idea?
You can find the main idea of most reading passages in the first or last sentence of the passage.
Read this passage about dinosaurs. Think about the most important idea in the passage.

The largest dinosaurs belong to a family called Sauropods. Sauropods were four-legged herbivores, or plant eaters. Their teeth were shaped like pegs. Their long necks helped them find tender leaves to eat on the tallest trees.

1. Let's look at the chart below. The sentences in the small boxes on top tell about the main idea of the passage. But they do not tell the most important idea in the passage.
2. Look again at the passage. The first sentence in the passage does tell the most important idea.
3. Write this main idea in the empty box in the chart.

Sauropods were four-legged herbivores, or plant eaters.

Their teeth were shaped like pegs.

Their long necks helped them find tender leaves to eat on the tallest trees.

The largest dinosaurs belonged to a family called

Sauropods.

© 2013 Hawker Brownlow Education • 9781743305812 • STARS Plus Student Book F CA12147

AT A GLANCE

Students activate their background knowledge about finding the main idea and then learn how to apply this strategy to a short reading passage.

STEP BY STEP

Page 4

- Tell students that today they will practise finding the main idea.
- Read out the information at the top of the page.
- Direct students to respond to items 1, 2 and 3.
- Discuss student responses as a class.

Work with a Partner

- Organise students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their main ideas with the class.

Tip: If students have trouble distinguishing the main idea from less important ideas, have them focus on what the passage is mostly about. That is the main idea.

Page 5

- Read out the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organiser to help them find the main idea of the passage.
- Guide students through steps 1–3 for completing the graphic organiser by having them follow along as you read the steps out.
- Direct students to complete the information in the bottom box of the graphic organiser.
- Discuss student responses.
- Be sure students have a clear understanding of how to find the main idea of the passage.

Tip: If students have difficulty completing the graphic organiser, remind them that the main idea is directly stated in the first sentence of the passage. They should write that first sentence in the large box in the graphic organiser. The other sentences in the passage, shown in the three small boxes in the graphic organiser, give more information about the main idea.

RECALLING FACTS AND DETAILS

★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Recall facts and details by identifying information that supports or explain the main idea in a reading passage
- Identify when test questions are asking them to recall facts and details

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

Tell students that today they will learn how to recall facts and details when they read.

SAY: Good readers recall facts and details in a reading passage by thinking about the main idea, knowing that facts and details tell more about the main idea. You already know how to recall facts and details because you do it every day.

Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

SAY: Imagine you are at a sold-out music concert. When you come home, your cousin, who really wanted to go but could not, wants to know about the show. You tell her as many things as you can remember.

Point out to students that when they are describing the show, they are telling facts and details about it. Since their cousin really wanted to go to the show, students can assume that their cousin will want to know more than just the main idea. Explain that this is an example of recalling facts and details.

ELL Support**Compound Words**

Explain to students that a compound word is made up of two smaller words. Tell students that they can look at the two smaller words to figure out the meaning of the compound word. Guide them to identify the two smaller words in *bookcase*. Together, talk about the meaning of the word *book* (“a thing to read”). Then talk about the meaning of the word *case* (“a container”). Now ask students what they think the word *bookcase* means (“a case for books”). Mention that some compound words mean something different from the two smaller words. *Ladybird* for example, does not mean “a lady who is a bird”.

Point out the compound word *homemade* on student book page 17. Work together to figure out its meaning (“made at home”).

Genre Focus**Journal Entry**

Tell students that on page 20 they will read a journal entry. Define this genre for students. Explain that a journal entry is a piece of writing that focuses on the life of the journal writer. The entry is usually written in the first person and is a record of the writer’s experiences and sometimes of the writer’s personal or private thoughts and beliefs. It is usually not meant to be read by others. A journal writer may also make a point, explain a lesson learned or state an observation about life. A journal entry includes the date on which it was written and usually tells what happened on that day. Some journal entries are from recent times, and others are from the past. Have students share journal entries that they may have read.

UNDERSTANDING SEQUENCE

★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Understand sequence by recognising the order in which events happen or things are done in a reading passage
- Identify when test questions are asking them to understand sequence

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

Tell students that today they will learn how to understand sequence when they read.

SAY: Good readers understand sequence by recognising the order in which things happen or things are done. You already know about sequence because the things that happen in your life happen in a sequence, or time order.

Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

SAY: Suppose you are about to go to bed. Would you put your pyjamas on before or after you got into bed?

Point out to students that they would put their pyjamas on before they got into bed. It wouldn't make much sense to put pyjamas on after they were already in bed. Tell students that they follow steps to get ready for bed and that those steps are in a logical order. Explain to students that this is an example of understanding sequence.

ELL Support**Homophones**

Explain to students that homophones are two words that sound alike but have different meanings and spellings.

Say the word *hour* to students. Some students may hear *our*. Work with students to come up with a definition for the word they heard. As students give a definition, write it on the board. Then, next to the definition, write the word. For example, if students say “sixty minutes”, write *hour*. Repeat for the other word (*our*: “belonging to us”). Explain that both words sound alike, but they have different meanings.

Point out the homophones *scent* and *sent* on student book page 33. Pronounce the two words and discuss their meanings.

Genre Focus**Newspaper Article**

Tell students that on page 33, they will read a newspaper article. Define this genre for students. Say that a newspaper article is a piece of writing that gives important information about a current situation or event. The lead, or opening paragraph of a news article, is designed to grab the reader's attention by answering some or all of these questions: who, what, when, where, why, how. A headline, something like a title, may also answer one or more of these questions. Main ideas and details make up the body of the article. Photos and illustrations, sometimes with captions, may depict important ideas. The closing of a news article usually sums up or gives final details. Have students share news articles that they may have read or heard.

Modelled Practice

PART THREE: Check Your Understanding

REVIEW

- Context clues help you figure out the meaning of an unfamiliar word.
- Look for context clues in the sentence where the unknown word appears. Look also in the sentences before and after the word.
 - Look for synonyms that may help you figure out the meaning of an unknown word.
 - Look for antonyms that may help you figure out the meaning of an unknown word.
 - Look for a comparison or a definition that may help you figure out the meaning of an unknown word.

Read this story about Jim. As you read, think about how you will figure out the meaning of any new words. Then answer the questions.

Jim's father looked down at his son's geography test, which had more red ink on it than a Valentine's Day card. "Don't you realise, Jim," asked his father, "that geography is an integral part of everyday life?"

"Stuff geography!" said Jim. "I can live without it."

Much later, lost on the highway and unable to read his road map, Jim thought of this conversation with his father.

"I guess my father was right," thought Jim. "Geography is important in everyday life."



3. The word *integral* is used in paragraph 2. What is the meaning of the word *integral*?

- Ⓐ "important"
- Ⓑ "wasteful"
- Ⓒ "frightening"
- Ⓓ "unavoidable"

4. Which of these gives a clue to the meaning of the word *integral*?

- Ⓐ a definition
- Ⓑ a synonym
- Ⓒ an antonym
- Ⓓ a comparison

76

STARS Plus Student Book F CA12147 • 9781743305812 • © 2013 Hawker Brownlow Education

Which Answer Is Correct and Why?

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

3. The word *integral* is used in paragraph 2. What is the meaning of the word *integral*?

- Ⓐ "important"

This answer is correct because the last paragraph of the story gives a clue about the meaning of the word: "I guess my father was right," thought Jim. "Geography is important in everyday life." Since Jim's father thought geography was an integral part of everyday life, and Jim later thought that his father was right, you can figure out that this must mean that geography was important.

- Ⓑ "wasteful"

This answer is not correct because none of the context clues hint at this meaning of *integral*. Though Jim may have thought learning geography was wasteful, this does not explain the meaning of the word *integral*, which his father had used.

- Ⓒ "frightening"

This answer is not correct because none of the words and phrases in the story hint at anything that could be frightening.

- Ⓓ "unavoidable"

This answer is not correct because none of the words and phrases in the story hint at this meaning of *integral*.

4. Which of these gives a clue to the meaning of the word *integral*?

- Ⓐ a definition

This answer is not correct because there is no definition provided for *integral*.

- Ⓑ a synonym

This answer is correct because the word *important* in the last sentence is a synonym of *integral*.

- Ⓒ an antonym

This answer is not correct because there are no antonyms of *integral* in the story.

- Ⓓ a comparison

This answer is not correct because there are no comparisons that are context clues in the story.

© 2013 Hawker Brownlow Education • 9781743305812 • STARS Plus Student Book F CA12147

77

AT A GLANCE

Students reinforce their understanding of strategy concepts through reading a passage, answering questions, and discussing why answers are correct or not correct.

STEP BY STEP

Page 76

- Read out the information in the Review box.
- Direct students to read the passage and answer the questions on the page.
- Remind students to use the information in the Review box to help them.

Page 77

- Tell students that this page models how to find the correct answers and explains why each one is correct.
- Share the correct answers.
- Read out the explanations for all the answer choices for questions 3 and 4. Solicit questions and comments from the class.

Tip: Explain that Jim's father said that geography was an integral part of everyday life. Jim clearly disagreed with him and said he could do without it. Later, Jim decided he agreed with his father; therefore he agreed that it was integral. Jim then used the word *important*, which is the clue to the meaning of *integral*.



Teacher's Corner

To figure out the meaning of an unknown word, readers can use prefixes, suffixes and word roots, along with other passage context clues. If the meaning makes sense in the context of the text, it's an appropriate meaning.

Readers may want to think of context as the environment, or surroundings, in which the unfamiliar word lives in the passage.

Guided Practice

PART FOUR: Build on What You Have Learned

MORE TO KNOW

- Context clues are especially helpful when trying to figure out the meaning of scientific or technical terms.
- Substituting another word for the unfamiliar word is a good way to check your understanding.
- The tone and the setting of a reading passage can sometimes help you figure out the meaning of an unfamiliar word.

Read this science article about the human body. Then answer the questions.

Thank goodness for bones; without them, what would hold us up? Bones give our bodies shape and allow us to move. Bones also protect our internal organs. Ribs protect the heart and lungs. The backbone protects the spinal column. The skull protects the brain, eyes and inner ears.

Bones are strong, but lightweight. The outside part of a bone is very hard. But the inside of a bone is filled with a tissue called marrow. The soft marrow makes red and white blood cells. Blood vessels, which run through bone tissues, bring oxygen and nutrients to bone cells and also carry away red and white blood cells and wastes.

Ligaments connect bones to each other with tough strips of tissue. Ligaments help hold bones in place, while allowing joints to bend. Tendons, like ligaments, are a kind of connective tissue. Tendons join muscles to bones or to other body parts.

- In paragraph 2, what does the word *marrow* mean?
 - Ⓐ "a dark, purplish red colour"
 - Ⓑ "the soft material inside bones"
 - Ⓒ "small in width; not wide"
 - Ⓓ "having an empty space"
- The word *nutrients* is in paragraph 2. Which of these is the best meaning of *nutrient*?
 - Ⓐ "a gentle push"
 - Ⓑ "a unit of counting"
 - Ⓒ "a big bone"
 - Ⓓ "something that nourishes"
- The word *ligaments* is in the last paragraph. You can tell that *ligaments* are
 - Ⓐ bandages used for tying.
 - Ⓑ strips of tough tissue connecting two or more bones.
 - Ⓒ tough tissue that connects muscles to bones.
 - Ⓓ things created by the imagination.
- In the last paragraph, which word gives a clue to the meaning of *connective*?
 - Ⓐ tissue
 - Ⓑ join
 - Ⓒ bend
 - Ⓓ strips

78

STARS Plus Student Book F CA12147 • 9781743305812 • © 2013 Hawker Brownlow Education

Read this poem about the sea. Then answer the questions.

The Tide Rises, the Tide Falls
by Henry Wadsworth Longfellow

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveller hastens toward the town,
And the tide rises, the tide falls.

curlew – a long-legged shore bird

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.



The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveller to the shore,
And the tide rises, the tide falls.

- In the first stanza, the best meaning of *hastens* is
 - Ⓐ "hurries".
 - Ⓑ "sleeps".
 - Ⓒ "calls".
 - Ⓓ "peers".
- In stanza 2, the word *efface* means
 - Ⓐ "to turn the face to".
 - Ⓑ "to cause to happen".
 - Ⓒ "to rub out or wipe out".
 - Ⓓ "to deal with directly".
- The word *hostler* is in the last stanza. You can tell that a *hostler* is
 - Ⓐ a person who is unfriendly and mean.
 - Ⓑ a person who cares for horses at a stable.
 - Ⓒ a person who begs for money.
 - Ⓓ a bell in a tower.
- Which phrase is a clue to the meaning of the word *hostler*?
 - Ⓐ "The morning breaks"
 - Ⓑ "The tide rises, the tide falls"
 - Ⓒ "Steeds in their stalls/Stamp and neigh"
 - Ⓓ "nevermore/Returns the traveller"

© 2013 Hawker Brownlow Education • 9781743305812 • STARS Plus Student Book F CA12147

79

AT A GLANCE

Students are introduced to additional information about finding word meaning in context, and then they answer questions about two passages.

STEP BY STEP

Pages 78–79

- Read out the information in the More to Know box.
- As needed, guide students as they complete both pages.
- Discuss the correct responses as a class.

Tip: Ask students to identify sentences or information in the passages that helped them answer each question:

- "But the inside of a bone ... red and white blood cells."
- "Blood vessels ... white blood cells and wastes."
- "Ligaments connect bones ... tough strips of tissue."
- "Tendons join muscles to bones or to other body parts."
- all the lines in the first stanza

10: the words "The little waves, with their soft, white hands"

11: the words "The morning breaks; the steeds in their stalls/Stamp and neigh, as the hostler calls"

12: same words as for question 11



Reteaching

Use a graphic organiser to verify the correct answer to question 5. Draw the graphic organiser below, with sentences in the boxes. Leave the bottom line blank. Work with students to fill in the definition of the word *marrow*, using the context clues in the sentences. The sample response is provided.

The outside part of a bone is very hard.	But the inside of a bone is filled with a tissue called marrow.	The soft marrow makes red and white blood cells.
Before		After

The word *marrow* must mean the soft material inside bones.

DISTINGUISHING BETWEEN FACT AND OPINION

★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Distinguish between fact and opinion in a reading passage by determining whether statements can or cannot be proved
- Identify when test questions are asking them to distinguish between fact and opinion

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

Tell students that today they will learn how to distinguish between fact and opinion when they read.

SAY: Good readers distinguish between fact and opinion by thinking about whether a detail can or cannot be proved. You already know about facts and opinions because you hear them every day.

Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

SAY: Suppose someone from the fire department has come to your school to talk about fire safety. He says, “It takes only thirty seconds for a fire to get out of control. Everyone should learn more about fire safety.” Which of his statements can be proved? Which cannot be proved? What clue word helps you recognise the statement that cannot be proved?

Point out to students that the first statement can be proved. It is based on observation, which has probably been recorded. It is a fact. The second statement cannot be proved. It tells what the person thinks other people should do, but it cannot be proved. Point out that *should* is the clue word that signals this opinion. Explain that this is an example of distinguishing between fact and opinion.

ELL Support**Plural Forms of Irregular Nouns**

Tell students that nouns name people, places or things. For many nouns, plurals are formed by adding *s* or *es*. But this is not true for irregular nouns. Work together to form the plurals of irregular nouns. Write the sentence *My foot is sore* on the board. With students, identify the noun in the sentence (*foot*). Write *feet* on the board and explain that it is the plural form of *foot*. Next, write the words *child*, *mouse* and *sheep* on the board. As you work together to form the plurals, explain how each one is formed (*child*: change to *children*; *mouse*: change to *mice*; *sheep*: no change). Explain that the plural forms of irregular nouns have to be remembered.

Point out the irregular plural noun *children* on student book page 99.

Genre Focus**Diary Entry**

Tell students that on page 99, they will read a diary entry. Define this genre for students. Explain that diary entry is a written account of events in the writer’s life, usually covering one day, and often dated. It may have been written recently or long ago. A diary entry is usually personal in nature, perhaps including the writer’s inner thoughts and beliefs. The entry is usually not initially intended to be read by others. Not all diary entries are personal, however; some are simply a record of events or appointments on a particular day. A blog entry can be another version of a diary entry. Have students share diary entries that they may have read or heard.

Modelled Instruction

Lesson 9 **DISTINGUISHING BETWEEN FACT AND OPINION**

PART ONE: Think About the Strategy

What Is a Fact?
Have you ever told someone the colour of your eyes or the date on which your birthday falls? If so, you were telling a fact. A fact tells about something that can be proved. If you say, "I have soccer practice every Saturday," you are telling a fact. It can be proved or checked.

1 Write one fact about the town or city where you live.
Sample response: The city I live in has over one million people.

What Is an Opinion?
Have you ever told someone how you feel about something? If so, you were telling an opinion. An opinion tells what you think or believe. An opinion cannot be proved. If you say, "Dogs are more fun than cats," you are expressing an opinion. Not everyone would agree.

2 Write one opinion about your town or city.
Sample response: My city should do more to help people recycle.

3 Write how your fact is different from your opinion.
Sample response: My fact can be checked or proved. My opinion is what I believe, but other people may not.

Work with a Partner

- Take turns stating a fact about something, such as a fact about a place or a pet. Then express an opinion about the same thing.
- Talk about how your facts are different from your opinions.

92 STARS Plus Student Book F CA12147 • 9781743305812 • © 2013 Hawker Brownlow Education

How Do You Find Facts and Opinions?
Some reading passages have details that are facts, and some have details that are opinions. Many reading passages contain both facts and opinions. Here's how to tell the difference: If a detail can be checked or proved, it's a fact. If a detail tells what someone thinks, feels or believes, it's an opinion.

Read the passage about a new shop. See if you can tell the facts from the opinions.

Movie Mania has just opened its new shop on Main Street. Movie Mania offers a selection of movies to rent. Their shelves are filled with the best selection of comedies, dramas and action movies anywhere on the planet. Choose from over 2000 titles at Movie Mania. There's no need to go anywhere else. Movie Mania is the best shop in town.

1. Let's think about which details in the passage are facts and which are opinions. Look at the chart below.
A tick in the second column indicates a fact.
A tick in the third column indicates an opinion.

2. Complete the chart by placing ticks in the appropriate boxes.

Detail	This detail can be checked or proved.	This detail tells what someone thinks, feels or believes.
Movie Mania has just opened its new shop on Main Street.	<input checked="" type="checkbox"/> Fact	<input type="checkbox"/> Opinion
Movie Mania offers a selection of movies to rent.	<input checked="" type="checkbox"/> Fact	<input type="checkbox"/> Opinion
Their shelves are filled with the best selection of comedies, dramas and action movies anywhere on the planet.	<input type="checkbox"/> Fact	<input checked="" type="checkbox"/> Opinion
Choose from over 2000 titles at Movie Mania.	<input checked="" type="checkbox"/> Fact	<input type="checkbox"/> Opinion
There's no need to go anywhere else.	<input type="checkbox"/> Fact	<input checked="" type="checkbox"/> Opinion
Movie Mania is the best shop in town.	<input type="checkbox"/> Fact	<input checked="" type="checkbox"/> Opinion

© 2013 Hawker Brownlow Education • 9781743305812 • STARS Plus Student Book F CA12147 93

AT A GLANCE

Students activate their background knowledge about distinguishing between facts and opinions and then learn how to apply this strategy to a short reading passage.

STEP BY STEP

Page 92

- Tell students that today they will practise distinguishing between facts and opinions.
- Read out the information at the top of the page.
- Direct students to respond to items 1, 2 and 3.
- Discuss student responses as a class.

Work with a Partner

- Organise students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their facts and opinions with the class.

Tip: If students have difficulty distinguishing a fact from an opinion, ask if it can be checked in reference materials or through experts or statistics. If so, it's a fact.

Page 93

- Read out the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organiser to help them decide whether details in the passage are facts or opinions.
- Guide students through steps 1 and 2 for completing the graphic organiser by having them follow along as you read the steps out.
- Work through the first two and the last two rows together to help students understand why the first two details are facts and the last two are opinions.
- Direct students to fill in the missing ticks in the third and fourth rows of the graphic organiser.
- Discuss student responses.
- Be sure students have a clear understanding that facts can be proved and opinions cannot.

Tip: If students have trouble filling in the ticks, have them ask themselves whether or not the detail can be proved. If it can, they tick the Fact box; if it can't, they tick the Opinion box.

IDENTIFYING AUTHOR'S PURPOSE

★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Identify author's purpose by figuring out whether a reading passage was written to describe, entertain, explain or inform, or persuade
- Identify when test questions are asking them to identify author's purpose

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

Tell students that today they will learn how to identify author's purpose when they read.

SAY: Good readers identify an author's purpose by asking themselves whether an author wrote a passage to describe, to entertain, to explain, or to persuade. You already know about author's purpose because you recognise author's purpose in video games, newspaper articles and other things you might read or watch in your daily life. Each provides you with a different experience.

Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

SAY: Suppose it is your birthday, and you receive a birthday card. Written inside the birthday card is a witty joke. What purpose did the writer of the card probably have in mind? What effect did the writer want to have on you, the reader?

Point out to students that the card writer's purpose or intent was to entertain. Funny birthday cards are meant to entertain the reader. Explain that this is an example of identifying author's purpose.

ELL Support**Contractions**

Explain to students that a contraction is two words that have been joined together and shortened. When the words are joined, letters are dropped. An apostrophe is added to take the place of any dropped letters.

Work with students to identify the two words in a contraction. Write the word *wasn't* on the board. Explain that it is made up of the words *was* and *not*. Tell students the letter *o* in *not* has been dropped, and an apostrophe has been put in its place.

Next, write the words *you'll*, *we're* and *that's* on the board. Work with students to identify the words in each contraction (*you will*, *we are*, *that is*). Point out the contraction *you'll* on student book page 115.

Genre Focus**Folktale**

Tell students that on page 110, they will read a folktale. Define this genre for students. Explain that a folktale is a fiction story that comes from specific country or culture and usually reflects the customs or beliefs of the people. A folktale has often been told and retold many times before being written down. The characters in the tale may be people or animals. Human characters may be ordinary people, or they may have superhuman qualities. A folktale often contains a lesson about human nature or explains something in the natural world. Have students share folktales that they have read or heard.