Ready-Ed Publications

Years 5-7

PHOTOCOPY MASTERS

Multi-Level Literacy

Catering for the diverse range of literacy levels in upper primary

Book 2

Procedural Texts

Narrative Texts

Recounts

CURRICULUM LINKED

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Contents

Teachers' Notes

Multi-Level Literacy - Book 2 is the second book in a two-part series that has been specifically designed to use with students in upper primary. It has been structured to be age appropriate and of high interest for its target age group.

Both books in this series will assist teachers to cater for a diverse range of literacy levels within the classroom. They will allow differentiated learning to run parallel in the classroom without the need for high levels of preparation. The activity sheets marked Level 1 are for more able students and the sheets marked Level 2 are for less able students in the class.

The three text types which are modelled in this book are: procedural texts, narratives and recounts. The activity pages focus on developing students' reading skills and strategies, and encouraging students to identify components and the structure of different text types to help develop their own writing. Students are given the opportunity to respond to different text types and engage with the content.

This blackline master resource can be used to prepare students for state and national standardised testing and is closely linked to the Australian English Curriculum.

Australian Curriculum Links

This resource is linked to the Australian Curriculum in English in the three strands of Language, Literature and Literacy. The links below are covered across the breadth of the texts and activities within this book.

YEAR LEVEL	LANGUAGE	LITERATURE	LITERACY
5	ACELA1501 ACELA1502 ACELA1504 ACELA1507 ACELA1508 ACELA1512	ACELT1609 ACELT1610 ACELT1611 ACELT1612	ACELY1698 ACELY1699 ACELY1701 ACELY1702 ACELY1703 ACELY1704 ACELY1705
6	ACELA1517 ACELA1518 ACELA1520 ACELA1522 ACELA1523 ACELA1524 ACELA1525	ACELT1613 ACELT1615 ACELT1616 ACELT1618 ACELT1800	ACELY1711 ACELY1712 ACELY1713 ACELY1714
7	ACELA1531 ACELA1532 ACELA1534 ACELA1536 ACELA1537	ACELT1620 ACELT1621 ACELT1622 ACELT1625	ACELY1719 ACELY1721 ACELY1722 ACELY1723 ACELY1724 ACELY1725

Key Features of a Procedural Text:

Purpose:	to provide a set of instructions telling the reader how to do or make something.
Goal:	short statement of purpose or intended outcome of procedure.
Materials:	precise list of materials or ingredients required to complete the procedure.
Method/ Steps:	sequential set of steps presented clearly and logically.
Test:	indicates whether the goal has been achieved.

Language:

- Simple, present tense.
- Use of command verbs.
- Objective, subject-specific vocabulary.
- Clear, concise language with unnecessary words omitted.

Specific Activities and Teaching Ideas:

- Discuss and highlight the generic features of a procedure.
- Ask students to describe when they have seen and used procedures, e.g. putting together Lego, recipes and playing games.
- Read the text in small groups and then discuss the generic features in relation to the text.
- Ask students to label the various sections of the text to reinforce the generic features.
- Cut and jumble the text and ask students to re-order.
- Use highlighter pens to identify the language features of the text such as command verbs and use of the simple present tense.
- Students complete activity pages with various degrees of teacher support as required.
- Orally practise procedures for simple tasks such as tying a shoelace or making a bed.
- Discuss the method for finding information and websites using the internet. Demonstrate using a known plant such as a Venus Flytrap. Work with students to find appropriate websites.
- Use dot points to write the steps of finding the website for students to use as a guide.
- Students complete the Extra Activity (page 10) at their own level and publish work to desired level.
- Teacher may model the writing process with students of lower literacy levels or provide students with support as required.

Related Activities:

- Create a flyer with a list of websites that provide information on making terrariums and growing plants inside them.
- Make the terrarium using the procedure.
- Research the role/reason for various items' inclusion in the terrarium (e.g. charcoal helps filter the water).
- Use modelling clay to make and then paint a small terrarium ornament to include in the terrarium.
- Measure, compare and graph terrarium plant growth over a number of weeks.
- Design a set of basic, labelled pictures for a younger group of students to use to make their own terrariums.

Read the procedure below.

Goal:

Follow these simple steps to create your own soda bottle terrarium.

Materials:

- 2 litre clean soda bottle
- 1 cup of small gravel rocks or pebbles
- 1 handful of sphagnum moss
- 2 cups of potting mix/soil
- 2 tablespoons of activated charcoal
- Small seedling
- Permanent marker
- Water spray bottle
- Sharp scissors or craft knife

seedling

potting mix
*activated charcoal*
sphagnum moss
rocks
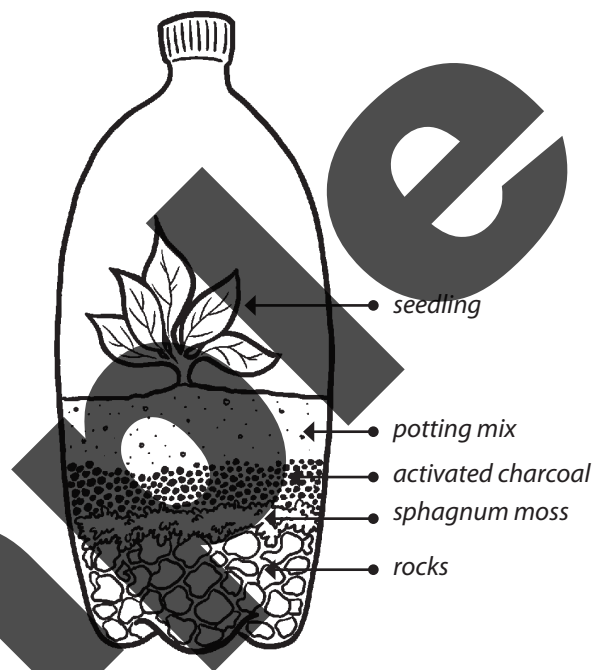
Method:

1. Cut the soda bottle evenly in half across the middle using the scissors or craft knife.
2. Write your name on both halves using a permanent marker.
3. Place rocks in the bottom of the container ensuring that they are level.
4. Arrange a handful of sphagnum moss to create another even layer.
5. Sprinkle the activated charcoal evenly across the top of the moss.
6. Place approximately two cups of potting mix in the bottle.
7. Make a small hole for the seedling in the middle of the soil using your finger.
8. Gently put the seedling into the hole and press around it so it sits securely.
9. Spray the seedling and soil with a small amount of water.
10. Secure the lid on the top. You may need to cut two small vertical slits to allow the lid to slide over.
11. Place your completed terrarium in a warm position with some sunlight but make sure that your terrarium does not get too hot.
12. Water should form and drip on the sides but if it gets too wet then leave the lid off and if it is too dry, add a few drops.

Test:

Your plant should grow quickly in this environment.

Read the procedure on page 6 and complete the questions and tasks below.

1. What size soda bottle is required? _____

2. How much activated charcoal is required to make three soda bottles? _____

3. Why do you think it is important for the bottle to be clean? _____

_____

4. Decide whether these statements are true or false.

    a. The sphagnum moss is placed on top of the rocks.   T / F

    b. The activated charcoal goes on top of the potting mix.   T / F

    c. The terrarium requires large amounts of water to function.   T / F

    d. Plants in terrariums grow quickly.   T / F

5. Draw some basic diagrams to illustrate three steps for making a terrarium.
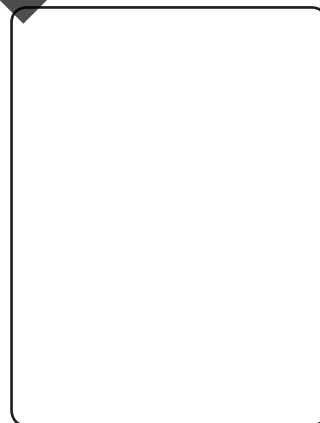
6. Do you think that the diagram is a necessary part of this procedural text? Give reasons for your answer.

_____

_____

7. How can you tell whether you have been successful at making a soda bottle terrarium?

_____

8. Command verbs are often used to start sentences in procedures. They direct what needs to be done. Locate and list ten command verbs from the text.

_____

CHALLENGE...

• Use your research skills to find out what sphagnum moss actually is. Record your findings on the back of this sheet.

own console. He was so drawn in by the game he only just heard Granny call for her tea again. He hardly looked as he threw a tea bag into her favourite chipped mug before adding hot water. He was so busy looking at the game that he made the hot water slosh up and burn his hand. "Owww!" he cried, dropping his console with shock and pain.

Oliver watched in fear as the console skidded along the wooden floorboards and the game came out. It kept sliding across the floor before falling down one of the wide cracks. The fear he felt was far worse than the pink, burnt skin on his hand. What was he going to do?

Granny looked into the kitchen, "What happened?" she asked as her eyes took in the broken console and the upset look on Oliver's face. Oliver sadly told her what had happened, his face red with shame. Granny nodded with a serious face and made a cup of tea and told Oliver that they would have a think about the problem. Oliver felt a little better as he knew that his Granny was very wise and good at working out problems.

Hours later, Oliver mopped his hot brow after pulling another weed from the back of his Granny's garden. He wished once more that he was lying on Granny's cool floorboards drawing. Granny sat under the cool veranda sipping her tea and playing *Total Wartime 3*. She called across the garden to him, "Buying this game was such a good idea Oliver. I only wish we did not have to give it back to Evan – it is such great fun." With a small smile Oliver knew just how very wise his Granny really was.

Narrative – Granny's Wise Idea

Read the narrative on pages 21 and 22 and complete the questions and activities below.

1. Draw lines to match the questions with the answers.

Where were Oliver's parents?	*Four weeks.*
What was Granny watching on the TV?	*Tennis.*
What was the name of the computer game that Oliver wanted to play?	*At work.*
How long had Oliver been on holidays?	*Total Wartime 3.*

2. List three things that Oliver enjoys doing.

[ ] [ ] [ ]

3. Why couldn't Oliver play *Total Wartime 3*?

a. Because he didn't know how.   c. Because his batteries ran out.

b. Because it was rated 15+.   d. Because his console was broken.

4. List one thing that you have in common with Oliver._____

5. Circle two words which describe how Oliver felt at the start of the story.

ashamed   grumpy   sad   bored   tired   sick   happy

6. What was the problem that happened in this story?

_____

_____

7. Granny's wise idea is suggested at the end of the story. What do you think her wise idea was?

_____

_____

8. Draw lines to match the words from the story with words that mean the same.

chair	cold
skid	boring
cool	seat
dull	mad
grumpy	slide

9. Conjunctions are joining words. Write conjunctions in the spaces below.

a.   Oliver was staying at his Granny's house _____ his parents had to work.

b.   Oliver wanted to play the computer game _____ it was rated 15+.

c.   Oliver had to buy a new game _____ Evan would be angry.