



Intervention Works



**Literacy Intervention
for 9 – 12 year olds**

Levels 16-29



sunshinebooks.com.au

Balanced Literacy for Struggling Readers

Intervention Works is a balanced literacy program designed to help struggling readers aged 9-12 to develop greater confidence and independence in reading.

Developed by an Australian team of experienced teachers and literacy experts, *Intervention Works* combines quality materials, such as high-interest books and interactive software, with quality, focused teaching. The teaching instruction reflects current best practice and is explicit and systematic to ensure that all students learn the essential reading strategies and skills they need for literacy success.

KEY FEATURES

- Teaching includes the explicit articulation and modelling of essential skills and strategies.
- Student learning is carefully scaffolded, taking them from observing good practice to working together and finally to independent practice and application.
- Multiple opportunities are given to students to practise and review the skills at home and at school.
- Students are encouraged to reflect on their own learning and evaluate their reading progress.
- Interactive software offers students opportunities to practise and apply the literacy skills they are learning – while having fun!

COMPONENTS

- Fiction and non-fiction texts
- Interactive software
- Teaching and Assessment Guides
- Writing Cards for extension work on different text types

IMPLEMENTATION

Intervention Works offers the classroom or specialist teacher flexibility in its implementation. The program can be used with individuals or small groups within the classroom literacy program or in specialised learning support programs.

SEE INTERVENTION WORKS FOR YOURSELF!

Visit our website to see a complete interactive presentation of the program!

This comprehensive presentation will enable you to view the following:

- Program Introduction Video
- CD-ROM Book and Activities
- Teacher Notes
- Assessment BLMs
- Skills Overview
- The Teaching Method
- Implementation
- Links with Home

www.sunshinebooks.com.au

Overview

LIGHT BLUE

For readers at instructional levels 16-18



PURPLE

For readers at instructional levels 19-21



GOLD

For readers at instructional levels 22-23



SILVER

For readers at instructional levels 23-24



DARK GREEN

For readers at instructional levels 25-26



RUBY

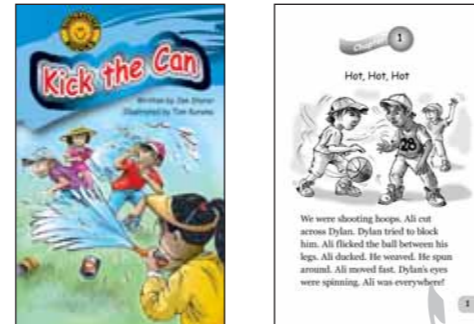
For readers at instructional levels 27-29



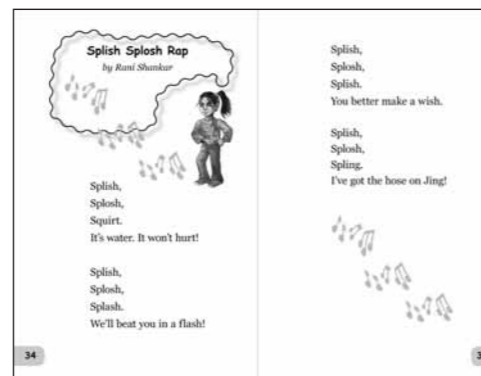
High-interest Books

FICTION BOOKS

- Enjoyable stories that encourage students to draw on their own personal experiences
- Recurring characters who readers can easily identify with
- Short chapters to maintain interest
- High-frequency words
- Large print
- Use of common grammatical features
- Innovative text features and graphic elements such as maps, raps, glossaries and different text types



Genre Focus



Rap-focus on fluency, rhyme, rhythm and repetition

NON-FICTION BOOKS

- High-interest topics that link to other curriculum areas
- Use of known characters from the fiction titles to engage students
- Diverse range of text features and graphic elements to aid and clarify comprehension
- Glossaries to help students understand keywords
- Fun activity page and quiz
- A sample text of a particular text type



Genre Focus



Links to related websites and fun activities



Quiz

Explicit and Systematic Teaching

TEACHING AND ASSESSMENT GUIDES

The teacher resources provide everything needed to plan and deliver instruction, monitor performance and assess learning.

- Outlines the principles and practices upon which *Intervention Works* is based.
- Provides an easy-to-follow, five-lesson plan format for each book.
- A different reading strategy is introduced and reviewed with each book, along with a specific comprehension and fluency focus.
- Extension activities for each title include work on text types, reading fluency, vocabulary and spelling and using the CD-Rom.
- Addresses the role of assessment in learning and teaching along with the importance of self-assessment.
- Assessment BLMs for each title focus on comprehension, home reading, text type study, rap or quiz and student self-assessment.

Each lesson includes Before, During and After Reading activities as well as a Home Reading activity.

Clearly stated goals focus on a reading strategy, comprehension and fluency.

See Pages 8 – 15 for full teaching notes and blackline masters for the title *Kick the Can*

LINKS WITH WRITING

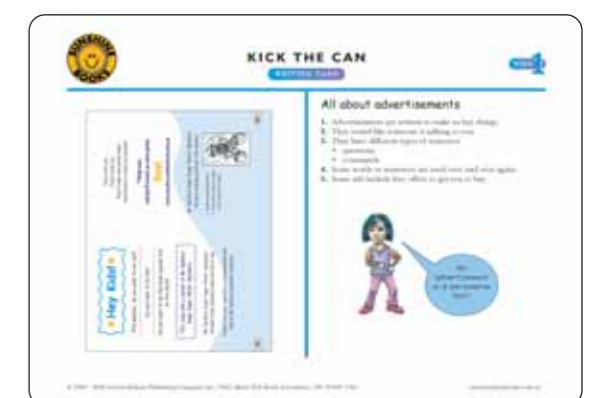
- Writing cards are used with each book to focus on a particular genre/text type.
- The cards provide a model of the text along with activities for the students to do.
- Text types include: instructional, explanation, report, persuasive, letters, personal narrative and interview.



Blackline Masters



5



Writing Card

Interactive Learning

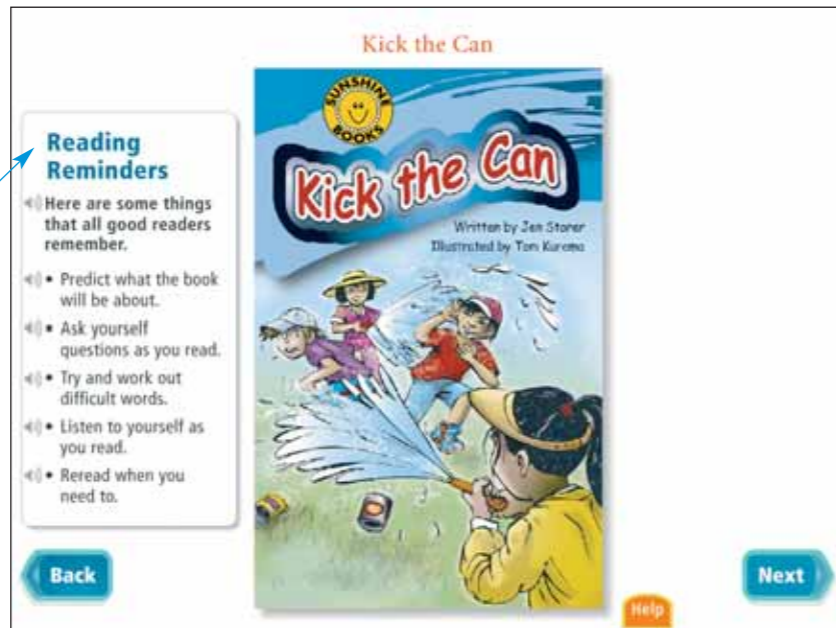
SOFTWARE

Intervention Works offers innovative software that actually reinforces the strategies and skills being taught throughout the teaching program.

- All of the books are featured on the CD-Roms.
- Each book has a full introduction to help students make predictions about and connections with the text.
- Students can choose to have any or all of the text read to them.
- A Help section provides students with strategies to help them work out difficult words.
- Interactive activities follow each book and focus on comprehension and word work.
- Software is designed for use on interactive whiteboards and classroom computers.

READING THE BOOK

Before reading students are given brief reminders of the reading strategies they are learning.



The book introduction helps students make predictions about the text.

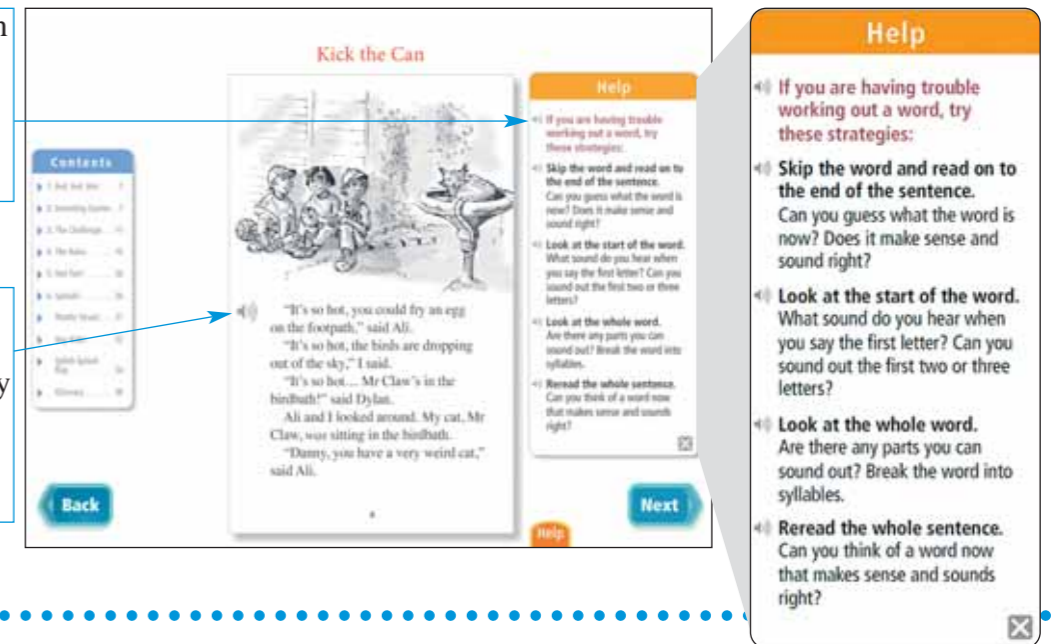


Extra reading support provided by:

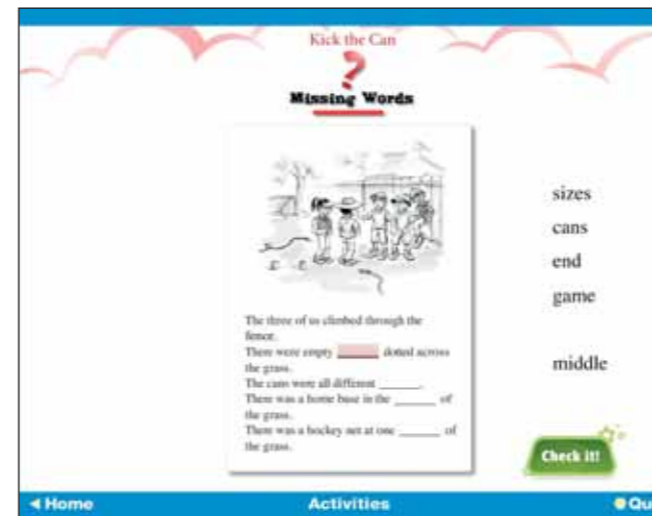
- Reviewing reading strategies
- Introducing the book
- Provision of on-screen help for decoding words

While reading, students can access these strategies to help them when they are trying to decode unknown words.

Voice-over provides a model for fluent reading. Students have the flexibility to choose which parts of the text they want read to them.



THE ACTIVITIES



COMPREHENSION: MISSING WORDS

This cloze activity uses a page from the text. Students drag and drop a word from a selection of words to fill the gaps so the text makes sense.

WORD WORK: WORD SORTER

In this activity, students demonstrate their knowledge of phonics and grammar by dragging and dropping words into one of two boxes according to category.



WORD WORK: CROSSWORD

This activity focuses on vocabulary from the text. Students use clues taken from the text to work out the words to fill in the crossword. A dictionary provides support if needed.





Teaching and Assessment Guide

to Intervention Works

Includes BLMs



LIGHT BLUE / PURPLE LEVELS



CD-Rom.



These sample pages are for the title *Kick the Can*. You can view this title on the free Classroom Resources



Jing and Rani are up to something. The boys aim to find out what it is. Have they made up a hot new game, or are they just making a splashy mess?

Reading strategy

Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

Comprehension focus

Analysing characters

Genre focus

Persuasive – advertisements

Home reading focus

Using expression and character voices when reading dialogue

LEARNING TO READ: KICK THE CAN

Goals for teachers

- To model the questions that readers could ask themselves about characters before, during and after reading
- To model how to analyse characters through asking questions
- To model fluent reading using expression and character voices when reading dialogue

Goals for students

- To ask questions about the characters before, during and after reading
- To analyse characters
- To read Chapter 2 fluently using expression and character voices when reading dialogue

Preparation

You will need

- Copies of BLMs 1 – 4 for each student
- Self-assessment page BLM 5 for each student
- Chart paper
- Sticky notes
- Computers
- Assessment Record sheet (page 126)

Getting started

Provide each student with a copy of *Kick the Can* so they can

- follow along as you read to them;
- track the text as they read with you;
- reread sections of the text to gather information about characters.

Use BLM 5 Self-assessment page to share their learning goals for *Kick the Can*.

LESSON 1: READING CHAPTERS 1 AND 2

Before reading

1. **Introduce** the reading strategy of asking questions about characters before, during and after reading. Say, 'We understand stories much better when we think about the characters.'
 1. **Introduce** and read the questions we should ask ourselves about characters before, during and after reading:
 - What do I know about the characters?
 - Why did the character say that?
 - Why did the character do that?
 - What does that tell me about the character?
 - What will the character do?
2. **Talk** about characters in stories – favourite characters, how authors develop characters, why we like some but dislike others, why we feel for or empathise with some, for example.
3. **Discuss** the features of text that help us build character profiles – descriptions, reactions, responses, feelings, dialogue, thoughts, actions of characters, for example.
4. **Allow** time for students to scan the book using illustrations and chapter headings to identify the characters of the story.
5. **Have** students use sticky notes to record a prediction about who the main character(s) will be.
6. **Distribute** BLM 1 and demonstrate how to use the chart to record details about characters during and after reading.

LESSON 1: READING CHAPTERS 1 AND 2

During reading

1. **Read** Chapter 1 aloud and stop at appropriate places to ask questions about the characters.
2. **Ask**, 'What do you already know about Jing? What do you already know about Danny? What is Danny thinking?'
3. **When** the whole chapter has been read, have students write the names of selected characters across the top of the chart. Model how to write a short phrase about these characters in the chart on BLM 1.
4. **Read** Chapter 1 with the students and allow them to complete the chart.
5. **Repeat** the process for Chapter 2.



Reading practice

Allow students to listen to and quietly read along with Chapters 1 and 2 on the CD-Rom, then make predictions on sticky notes about the characters in Chapter 3. Post the sticky notes on chart paper for later use.

After reading

1. **Have** students share their notes about characters in Chapter 3, then orally summarise what they know of the characters so far using their notes on BLM 1.
2. **Have** students place BLM 1 in their portfolios for further use and assessment purposes.



Home reading

Distribute BLM 2. Discuss expectations and model how to read Chapter 2 using expression and character voices when reading dialogue.

Extension Work

Introduce the writing card for the week (page 38).

Before reading

1. Review what students know and feel about the characters so far by referring to their notes on BLM 1.
2. Reread the questions they can ask about characters before, during and after reading.

During reading

1. Repeat the approach used in lesson 1. Read Chapter 3 aloud and stop at appropriate places to ask questions about the characters.
2. Record information about characters on BLM 1 for Chapters 3 and 4.
3. Continue modelling how to ask questions before, during and after each chapter.



Reading practice

Students listen to and quietly read along with Chapters 3 and 4 on the CD-Rom, then make some predictions about the characters for Chapter 5. Add these predictions to the chart paper.

10 After reading

1. Encourage students to share their notes about characters for Chapters 3 and 4 and their predictions for Chapter 5.
2. Allow students to add to their BLM 1 as they are listening to the ideas, thoughts and opinions of their peers.
3. Remind students about reading between the lines by posing questions that relate to how characters felt – How did Danny feel when the girls were having so much fun? When they were playing kick the can, how did Jing feel? for example.



Home reading

Ask students to share their experience of reading BLM 2 at home. Practise reading some of the dialogue and the bold words on BLM 2 together.

Extension Work

Begin the genre study using the writing card, the genre piece and the BLMs. Students work on **Vocabulary and Spelling** activities 1 and 2 (page 39).

Before reading

1. Invite students to use their copy of BLM 1 to recall what they know about the characters and to identify who they think the main characters are. Students check their predictions about who they think the main characters are against the group decision.
2. Jointly compose a short character profile on chart paper. Include an introduction and a paragraph about the character at the beginning, middle and end of the story. Finish with a concluding statement.
3. Read the character profile together.

During reading

1. Repeat the approach used in lessons 1 and 2 and read and record information about characters on BLM 1 for Chapters 5 and 6.
2. Continue modelling how to ask questions before, during and after each chapter.



Reading practice

Allow students to listen to and quietly read along with Chapters 5 and 6 on the CD-Rom.

After reading

1. Discuss sections of the text that are proving difficult for students. Remind them that they can
 - skip a word, then go back and guess the word;
 - use the first letter or first few letters to help them decode the word;
 - try going back to the start of the sentence to reread the text, then guess the word using context clues.
2. Students work on the CD-Rom activity **Word Sorter**, sorting words with the long and short “e” vowel sound.



Home reading

Remind students that they need to practise reading BLM 2 at home using expression when they read dialogue.

Extension Work

Continue with the genre study using the writing card. Students work on **Vocabulary and Spelling** activities 3 and 4. Begin the **Rap** study by working through activities 1 and 2.

Before the lesson

Reread the reading strategy of asking questions before, during and after reading. Discuss the fact that we understand stories better when we

- ask ourselves questions about the characters;
- make predictions about characters;
- make judgments about characters;
- empathise with characters.

During the lesson

1. Have students work on the CD-Rom activity **Missing Words**, then return to the group to discuss.
2. Guide students in identifying the skill they practised in the activity.
3. Invite students to assess their own reading and learning.



Reading practice

Allow students to practise reading text by

- quietly reading along with the story on the CD-Rom;
- reading Chapter 1 with a partner;
- reading a chapter of their choice independently or with a partner.

After the lesson

Invite students to circle three significant notes about each of the selected characters on their copies of BLM 1. Students compile a different form of character profile by beginning a drawing of their favourite character on the back of BLM 1.



Home reading

Remind students that they will be reading BLM 2 to you, or along with you, during the next session.

Extension Work

Complete the genre study.

Students work on **Vocabulary and Spelling** activities 5 and 6 and **Rap** activities 3 and 4.

Before the lesson

Reread the teacher and student goals and the Self-assessment page.

During the lesson

1. Assess each student individually while the rest of the group completes the **Word Work Crossword** on the CD-Rom or practises their reading.
 - a) Assess fluency by listening to students read BLM 2, noting how they
 - read the bold words;
 - decode words they are having difficulty with;
 - use expression and character voices when reading dialogue.
 - b) Assess reading strategies by
 - talking to them about how they decoded unknown words;
 - observing them as they read;
 - talking to them about how they determine the meaning of new words using context clues.
2. Involve students in assessing their reading progress by working through BLM 5 together.
3. Ask students to share their work on BLM 1.
4. Collect BLM 5 for assessment portfolios.

After the lesson

1. Use BLM 1 to assess students' comprehension and ability to create a character profile.
2. Record and track students' achievements by entering individual data on the Assessment Record sheet (page 124).

Extension Work

Students work on **Rap** activity 5.

Writing Card: Reading and writing persuasive text

Goals for teachers

- To model how to read and interpret an advertisement
- To extend understandings about the structures and features of advertisements
- To model how to write an advertisement

Goals for students

- To read and understand an advertisement
- To identify and talk about the features of an advertisement
- To compose and record an advertisement

Preparation

You will need

- The Writing Card and a copy of BLM 3 for each student

Introducing the study “Become an advertising agent”

1. Ask, What do you know about advertisements? Discuss responses.
2. Allow students to read along quietly with the advertisement on the CD-Rom. Discuss how the text was read.

Part 1 Exploring advertisements

1. Give each student a copy of the Writing Card and read Side 1 with them.
2. Read “All about advertisements” to the students. Discuss.
3. Use students' prior knowledge as a springboard for the activities by discussing ads that are familiar to them. Include TV, radio, newspapers, magazines and online ads.
4. Distribute BLM 3 and outline expectations, modelling how to find answers in the advertisement text.
5. Have students complete Part 1 and share their answers.

The Rap: Rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To develop students' ability to read high-frequency words automatically

Preparation

You will need

- A copy of BLM 4 for each student

Activity 1 Introduce the rap

1. Read the rap to the students as they follow along with you.
2. Invite volunteers to read the rap independently.
3. Listen to and read along with the rap on the CD-Rom.

Activity 2 Perform the rap

1. Encourage students to move their bodies and clap their hands or click their fingers in time to the rap.
2. Have pairs of students create a set of movements to perform as they read the rap.

Activity 3 Identifying rhyme

1. Identify the rhyming words in each verse.
2. Have students shade each group of rhyming words a different colour.
3. Encourage students to identify differences in the way the rhyming words are spell.
4. Brainstorm a list of words that could have been used in the rap – other examples of alliteration, other rhyming words, for example.

Activity 4 Identifying rhythm

1. Identify the way syllables work to establish the rhythm.
2. Brainstorm other phrases that repeat the rhythm of the first verse.
3. Read the verses with the substitutions.
4. Have students break up the words in the second verse on BLM 4 by underlining all the syllables in the words.

Activity 5 Create a new rap

1. Select and replace nouns in the rap.
2. Perform the new raps using body percussion or percussion instruments and movement.

Vocabulary and spelling

Goals

To develop understanding about

- the /c/ sound in words;
- alliteration;
- adding -ing to verbs;
- contractions;
- use of an apostrophe for possession.

Activity 1 The /c/ sound in words

1. Identify the two words with the /c/ sound in the title of the book – *kick* and *can*. Add them to a “Words with the /c/ sound” sheet.
2. Find other examples from the text and add them to the sheet.
3. Classify the words into groups according to the letter(s) that represent the /c/ sound in the words.
4. Have students copy the list and underline the letter(s) making the /c/ sound in each word.
5. Jointly construct rules about the use of “c”, “k” or “ck” to represent the /c/ sound in words.

Activity 2 Alliteration

1. Introduce the term “alliteration” and explain that it is a strategy used by writers to make what they're writing more interesting.
2. Explain that alliteration occurs when we use more than two words with the same initial sound(s) in them, or the same beginning letters.
3. Invite students to find the instance of alliteration in the Writing Card advertisement (*plibly/plobbers*). Write this on the board and identify the sounds that are repeated by underlining the letters that represent the sounds – spl.
4. Have students apply understandings about alliteration to make a name card for a character in the story or for their own name – *Jolly Jing, Hurricane Hazard*, for example.

Activity 3 Adding -ing to verbs

- Find verbs (action words) ending with -ing in the text and record them on a sheet with the heading "-ing verbs".
- Orally put them in sentences to model their tense - I am playing, for example. Explain that we use this tense in speech and writing when the action is ongoing.
- Invite students to think of other examples such as going.
- Identify the base word in each verb and note if it has been changed before the -ing is added - doubling the last letter as in *running*, dropping the "e" and adding "ing" as in *hoping*, for example.
- Have students copy the list and underline the "ing".
- Jointly construct rules about adding "ing" to verbs.

Activity 4 Contractions

- Introduce and define the term "contraction".
- Model how two words can be joined together to make a shorter word. Model the use of an apostrophe in contractions.
- Have pairs of students find contractions in the text.
- Record their examples and then record each one as two words - *couldn't = could + not*, for example.
- Involve students in making rules about contractions, the use of an apostrophe and how contractions are formed.
- Display the list of contractions in a visible space and add to it as new examples are found.

Activity 5 Use of an apostrophe to demonstrate possession

- Record the following sentence in front of the group - The game of kick the can was Jing's idea.
- Ask, Why did I use an apostrophe before adding "s" to the word Jing?
- Discuss the concept of possession and how we demonstrate this in writing.
- Model this with other examples, such as "Mr Splishy's Super Dupet," and "Tom's wheelchair".

- Involve students in the use of an apostrophe to demonstrate possession by getting them to change statements - "The house of Jing" to "Jing's house," for example.
- Involve students in writing possessive statements using their own names.

CD-ROM

Goals

- To provide meaningful opportunities for students to practise reading from a screen;
- practise reading keywords;
- demonstrate comprehension skills;
- apply understandings about words and spelling.

Activities on the CD-Rom

- Word work: Word sorter (long and short "e")
- Comprehension: Cloze
- Word work: Crossword

Fluency

- Listen to the advertisement on the CD-Rom together.
- Discuss how the reader uses his/her voice when reading an advertisement - use of expression and voice variations.
- Have students read along with the advertisement on the CD-Rom.
- Have students practise reading independently.

KICK THE CAN

BLM 1 ANALYSING CHARACTERS

Name _____ Date _____

Add the names of two characters and a few words about what they say or do in each chapter.

CHAPTER 1

Name _____	_____
Name _____	_____

CHAPTER 2

Name _____	_____
Name _____	_____

CHAPTER 3

Name _____	_____
Name _____	_____

CHAPTER 4

Name _____	_____
Name _____	_____

CHAPTER 5

Name _____	_____
Name _____	_____

CHAPTER 6

Name _____	_____
Name _____	_____

Draw a picture of your favourite character on the back of this sheet.
Add information about her/him.

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KICK THE CAN

BLM 2 HOME READING: DEVELOPING FLUENCY

Name _____ Date _____

Shade a box every time you practise reading this text.

--	--	--	--	--	--	--	--	--	--

Chapter 2

Inventing Games

I peeped through a **hole** in the fence.
 "Can you see **them**?" said Dylan.
 "What are they **doing**?" said Ali.
 "They are putting empty cans in a line **across** the grass," I said.
 "Tuna," said Jing.
 "Yep," said Rani.
 Ali pushed me to one **side** and looked through the fence.
 "**Must** be a game," he said.
 Then Dylan had a look.
 "Yeah, they are always inventing games," said Dylan.
 "Have you finished spying yet?" yelled Jing.
 We ducked **our** heads, but it was too late.
 "Jing has got eyes in the back of her **head**," I whispered.
 "I **heard** that!" yelled Jing.
 "She's got ears in the back of her head, too," **said** Dylan.

Remember to use expression and character voices when reading dialogue.
Try to learn to read the bold words automatically.

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KICK THE CAN

BLM 1 ANALYSING CHARACTERS

Name _____ Date _____

Add the names of two characters and a few words about what they say or do in each chapter.

CHAPTER 1

Name _____	_____
Name _____	_____

CHAPTER 2

Name _____	_____
Name _____	_____

CHAPTER 3

Name _____	_____
Name _____	_____

CHAPTER 4

Name _____	_____
Name _____	_____

CHAPTER 5

Name _____	_____
Name _____	_____

CHAPTER 6

Name _____	_____
Name _____	_____

Draw a picture of your favourite character on the back of this sheet.
Add information about her/him.

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KICK THE CAN

BLM 3 READING AND WRITING A PERSUASIVE TEXT

Name _____ Date _____

Become an Advertising Agent

WRITING CARD PART 1

Analyse the "Mr Splishy's Super Duper Water Splishers" advertisement.
Read and reread the advertisement to find the following:

- The name of the audience

- Three questions

- A command

- A sentence that contains the word "best"

WRITING CARD PART 2

Invent an ice cream. Design and draw a package for your ice cream including artwork and the name of your ice cream.

WRITING CARD PART 3

Write an advertisement to sell your ice cream on the back of this sheet.

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Name _____

Date _____

Splish Splosh Rap

by Rani Shankar

Splish,
Splosh,
Squirt,
It's water. It won't hurt!

Splish,
Splosh,
Splash,
We'll beat you in a flash!

Splish,
Splosh,
Splish,
You better make a wish.

Splish,
Splosh,
Spling,
I've got the hose on Jing!



Name _____

Date _____

Reading Rater



- ★ needs more work ★★★ very good
★★ satisfactory ★★★★ excellent

Did you	Yes/No	How well did you do?
Practise reading Chapter 2?		
Use expression and character voices when you were reading dialogue?		
Find out information about each character?		
Ask questions about characters before, during and after reading?		

Write a learning goal

I need to _____

Signed _____

(student)

Signed _____

(teacher)

Reading Skills in the Program

Comprehension skills

- Analysing characters
- Classifying and categorising information
- Comparing and contrasting information
- Drawing conclusions
- Finding meaning from content
- Identifying the author's purpose
- Identifying the main idea
- Identifying the sequence of events
- Interpreting figurative language
- Making inferences
- Predicting and interpreting the text
- Predicting and finding content using text features and graphic elements
- Predicting outcomes
- Reading and interpreting facts presented in different ways
- Summarising information
- Using graphic elements to find and clarify meaning

Fluency skills

- Adjusting the pace, volume and expression to suit the reading situation
- Adjusting the pace and tone of reading to suit text features and graphic elements
- Making your voice go up at a question mark
- Recognising and reading keywords with confidence
- Reading in an authoritative voice
- Reading with a loud and clear voice
- Reading with emphasis when you see an exclamation mark
- Reading in chunks of three- or four-word phrasing
- Slowing down to fluently read the text
- Taking a short breath when you see a comma or a dash
- Using expression and character voices when reading dialogue
- Using intonation to convey the author's message
- Varying the pace of reading in response to a range of punctuation marks
- Varying the pace of reading to build suspense

Reading Strategies



1. Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

2. Using prior knowledge to make predictions about and connections with the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

4. Decoding difficult words

- Use the first letter, or the first two or three letters
- Reread the sentence and guess using context clues
- Sound out the word
- Skip the word and read on
- Always ask, Does that sound right? Does that make sense?

5. Listening to yourself as you read

- To predict the words that are coming up
- To self-correct if the text doesn't make sense
- To self-correct if the text doesn't sound right

3. Being positive about reading

- Read with confidence
- Scan the text before reading
- Use prior knowledge to predict and make connections
- Listen to and watch others read
- Practise reading with other readers
- Practise reading independently
- Make guesses for unknown words
- Stop to think when a text doesn't make sense or sound right
- Reread when meaning is unclear
- Identify a text type and think about how it should be read

6. Rereading

- To guess unknown words
- To ensure the text makes sense
- To ensure the text sounds right
- To ensure understanding

7. Scanning

- To identify how a text is organised
- To identify the text features and graphic elements that have been included
- To identify the information that has been included
- To identify keywords

Intervention Works Order Form



TITLE	ISBN	RRP	QTY
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