

Weekly At-a-Glance Planner
SPS Year 4

Text: All Aboard the Eye (selection from Rigby Navigator Series “That’s Amazing”) Strategy focus: Visualizing				
Thursday 11 (Day 1)	Friday 12 (Day 2)	Tuesday 16 (Day 3)	Wednesday 17 (Day 4)	Thursday 18 (Day 5)
Introducing the Text	Working with the Text	Working with the Text	Working with the Text	Responding to the Text
Instructional Objective: AF 3 – Making Predictions Before: - Write the title only on the whiteboard, “All About the Eye” - “Before reading, good readers make predictions. They think about the title and make a guess about what the text will be about. Turn and talk to your partner about your prediction for our text titled, “All Aboard the Eye”. - Give students time to talk and have a few share their predictions with the class. - Scaffold students by presenting the meaning of some of the tricky words in the text. Use the Smart Notebook file and work with students to move the	Instructional Objective: AF 3 – Visualising Page 18 only Before: - Play a sound effect from Youtube (e.g., church bells, ferris wheel). After each sound effect, give students time to turn and talk to a partner about what else they visualise. Encourage students to use the Thinking Stems when talking about their visualisations. During: - State instructional objective: “Today, we will read the text again and focus on visualising while we read. I want you to join in on the reading as much as you can.”	Instructional Objective: AF 3 – Visualising Page 19 only Before: - Teacher leads the students in some visualising riddles - Teacher provides a few riddles and ask students what they’re picturing in their mind or visualising - “What do you visualize? Humans and animals have me. You see me when I smile. Sometimes I wear braces. You use me to chew your food.” TEETH. After guessing “teeth”, have students more vividly describe teeth to a partner. - “What do you visualize? I like to go to parties. I sometimes come with a	Instructional Objective: AF 3 – Asking Questions Before: - Display the Q-Chart on the SmartBoard - Teacher provides question examples and gets students to say what quadrant they land in – whether the question was a big brain question or a small brain question (the red quadrant) - Questions to use include: - WHO WAS the architect that designed the London Eye? - WHERE IS the Eye located? - WHEN WAS the Eye built? - WHERE MIGHT the materials have come from? - HOW DID the	Instructional Objective: AF 4 – Summarizing Before: - Complete a Word Splash (the key words from the text) together with class - Set the scene: “Ms. Leonora is going on vacation to London this summer. She says she really wants to go on the London Eye, but she wants to know how. So we need to explain to her how it works and how to ride the London Eye.” - “Before we start writing, let’s talk about what really important subject words we need to include in our explanation to Ms. Leonora about how to ride the London Eye.” - Prompt students for the below words and record

<p>words on top of the correct picture. (Some students will know the meaning of the words.) Provide a brief description of the word meaning after it's dragged on top of the correct picture.</p> <p>Millennium Capsule Architect Cathedral Parliament Century</p> <p><u>During:</u></p> <ul style="list-style-type: none"> - Hand out copies (one for each student) - State instructional objective: "Today as we read, I want you to think about your predictions and whether they are correct or incorrect." - "Because this text is brand new, I will read it to you and I want you to follow along. Tomorrow, you will join me." - Teacher reads text aloud and students follow. <p>After:</p>	<ul style="list-style-type: none"> - Students and teacher start reading text together (page 18 only). - After each paragraph, provide students with the opportunity to turn and talk to their partner about what they visualise. - Encourage students to use the Thinking Stems when discussing their visualisations. - Have a few students share back to the class after each stopping point. <p><u>After:</u></p> <ul style="list-style-type: none"> - Students quickly sketch what they visualized for page 18. - Students can use evidence from the text to label their sketches. 	<p>string attached. A clown can turn me into animals. Kids fill me up with air or sometimes water."</p> <p>BALLOON. After guessing 'balloon', have students more vividly describe the scene to a partner.</p> <ul style="list-style-type: none"> - "What do you visualize? My mother is a queen. I live with others in a colony. I live in a hive. I can sting." A BEE. After guessing 'bee', have students more vividly describe the bee to a partner. <p><u>During:</u></p> <ul style="list-style-type: none"> - State instructional objective: "Today, we will read the text again and focus on visualising while we read. I want you to join in on the reading as much as you can." - Students and teacher start reading text together (page 19 only). - After each paragraph/section, provide students with the opportunity to talk to their partner about what they 	<p>construction workers reach that high?</p> <ul style="list-style-type: none"> - WHO MIGHT have been the first person to ride on the London Eye? - HOW WILL they get people off if the Eye ever gets stuck? <p><u>During:</u></p> <ul style="list-style-type: none"> - State instructional objective: "Today as we read the text, we're going to ask questions. Good readers think about what they're reading and ask questions about what the text says and things they'd like more information about. Remember, you're going to join me while we read today and try to read as much of the text as you can." - Stop a few times throughout reading to give students the opportunity to ask questions about the content. Encourage them to use the Q-Chart to help develop their questions. <p><u>After:</u></p> <ul style="list-style-type: none"> - "Now that we've read so 	<p>on the whiteboard:</p> <ul style="list-style-type: none"> - passenger - capsule - 30 minutes - heights - enclosed - buildings - London <p><u>During:</u></p> <ul style="list-style-type: none"> - Students write their explanation to Ms. Leonora with a partner or independently (higher ability) - Students should write it as a letter or a note. <p><u>After:</u></p> <ul style="list-style-type: none"> - Museum walk or Author's Chair (Teacher choice)
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<p>- Turn and talk → Evaluate your predictions, were you correct or incorrect? Why? What was the text actually about?</p>		<p>visualise.</p> <ul style="list-style-type: none">- Encourage students to use the Thinking Stems when discussing their visualisations.- Have a few students share back to the class after each stopping point. <p>After:</p> <ul style="list-style-type: none">- Students quickly sketch what they visualized for page 18.- Students can use evidence from the text to label their sketches.	<p>much about the London Eye and have practiced visualising it based on the words of the text. Let's look now at what the London Eye actually looks like.”</p> <ul style="list-style-type: none">- Show pictures of the London Eye (from the SmartBoard file) so students can see what it actually looks like.	
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