

**EBOOK CODE: REAU1139**



# Read and Succeed

## Book 2

Ages 11 - 14 years



- The Dare
- The Great Barrier Reef
- Celebrity Penguin
- Letter From Gallipoli
- Aim High
- Changes
- Ghost Ship
- Home Of The Blizzard



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# Teachers' Notes

Researchers and teachers know that a student's fluency in reading increases as the student reads more often and experiences success and enjoyment as their skills develop.

It is important to remember that secondary students experiencing difficulty with reading must be taught basic literacy skills and concepts that they may have missed out on earlier. When they acquire these skills then they will gain confidence in putting the skills into practice.

Students at junior secondary level who are not reading at their expected level of competency are more likely to be interested in a text or topic that is of interest to them. In *Read and Succeed*, students will read a range of texts and complete language activities that focus on the student succeeding with reading. The texts are high interest with short paragraphs that develop key ideas.

It is important for the teacher to:

- *Model effective reading strategies by reading to the student or group. Ask questions before, during and after reading.*
- *Discuss the topic of each unit and encourage students to contribute knowledge of the topic. Prior knowledge helps with understanding.*
- *Actively teach comprehension skills. Discuss how to work out the meaning of unfamiliar words, make predictions, summarise main ideas, identify literal information and make inferences. These are skills that older students often missed out on acquiring and must be taught.*
- *Encourage students to work in cooperative groups so that they experience success.*
- *Develop students' confidence in reading so that when they read they will succeed. When they succeed they will read more and develop their skills and enjoyment of reading.*

## Australian Curriculum Links

Year 5

### Language

ACELA1797  
ACELA1500  
ACELA1502  
ACELA1504  
ACELA1505  
ACELA1506  
ACELA1508  
ACELA1512  
ACELA1513

### Literacy

ACELY1701  
ACELY1702

### Literature

ACELT 1608  
ACELT1609

- Before reading *The Dare*, answer the question below.

Have you ever been dared to do something that could have consequences?

- Read the fiction text *The Dare*. If you come across an unfamiliar word when you are reading, try to work out its meaning from the rest of the sentence.

## ◦ THE DARE ◦

Keira wished that she'd walked away when Jarrod had taunted her about being a wimp. Why had she taken the silly dare to sneak into this creepy house?

She stood at the gate and looked down the path at the shadow of the old house, cast by the full moon. She knew that the house had a history and the stories of eerie lights and unidentified sounds were well-known. The thought of vampires and werewolves crossed her mind as she glanced at the full moon. Don't be totally stupid, she told herself. Just go in and then get out as fast as you can.

As she opened the rusty gate and walked softly down the overgrown path she felt her courage desert her. The tree branches scratching and scraping on the front window sent shivers down her spine. The branches cast shadows like long fingers waiting to grab her.

Keira turned the peeling door handle and gave the door a tentative push, hoping it was jammed shut. It creaked like an old rusty windmill on a farm and slowly opened. She took one step inside and her nose filled with the smell of dust and mould so thick that she could taste it. Soft scuttling noises made her think of rats. In the light of her torch, she was relieved to see only an army of cockroaches.

Having gained a little confidence, Keira took a few more steps inside the house, and as she did, the wind caught the door and it slammed shut. She turned in panic, the hair rising on the back of her neck. Was she trapped? A shiver of fear ran through her body. She tried to slow down her heartbeat. Breathe in ... breathe out. That was better. She could do this. It was only an old house. Nothing to fear but fear itself. Relax. It's only a dare.

Suddenly a blood-curdling scream broke the silence. Where had it come from? She froze with fear like a statue in a park. Then her brain started to work again. She could use her torch as a weapon ... but against what? Her heart was beating like a drum, her hands were sweating and then she heard noises. Giggles, muffled snorts erupting into full-blown laughter....

'Gotcha, Keira!' It was Jarrod and his sister.



○ **The Dare** is a narrative. It is an imaginative story. A narrative generally has three parts: the **orientation** which introduces the main character and the setting, the **complication** which describes a problem or challenge that the main character has to face and the **resolution** which shows how the character solves the problem and sometimes learns something from the experience.

1. Re-read the text on page 6 and then answer the questions below.

- i. Who is the main character? \_\_\_\_\_
- ii. What is the setting of the story? \_\_\_\_\_
- iii. What time of day is it? \_\_\_\_\_
- iv. What problems did Keira face? \_\_\_\_\_
- v. What was the scariest challenge? \_\_\_\_\_  
\_\_\_\_\_
- vi. What action did Keira take when she heard the scream? \_\_\_\_\_  
\_\_\_\_\_
- vii. How do you think she might react when she sees Jarrod and his sister?  
\_\_\_\_\_

 **2. The writer uses vivid descriptions to build the tension in this narrative. List six examples of noun and adjective descriptions, e.g. creepy house.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

 **3. The writer also uses similes to create images. A simile links two subjects that are not usually connected. Often the writer uses 'like' or 'as' to link the images, e.g. the ice cream was like a cool breeze. Find two similes in the text.**

- \_\_\_\_\_
- \_\_\_\_\_

- Before reading *The Great Barrier Reef* answer the question below.

Why is the Great Barrier Reef so well-known? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Read *The Great Barrier Reef* below. If you come across an unfamiliar word, try to work out its meaning by reading the rest of the sentence.

### ◦ THE GREAT BARRIER REEF ◦

The Great Barrier Reef is the world's largest coral reef, stretching over 2,000 kilometres. It is located in the Coral Sea off the coast of Queensland. It is also the world's biggest structure made by living creatures: the coral polyps.

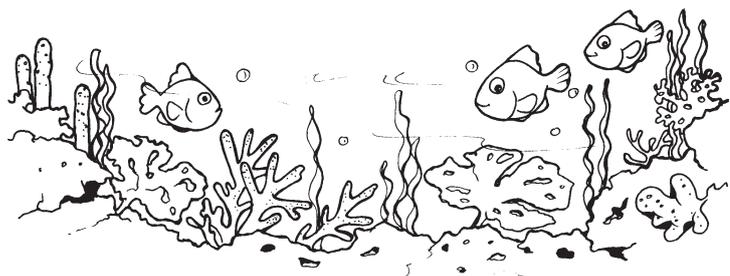
The reef is scattered with beautiful islands and unspoiled coral cays. It is an ancient reef consisting of living coral growing on the remains of dead coral, which could be 20 million years old. Over 400 species of brilliant coloured coral live and grow on the reef.

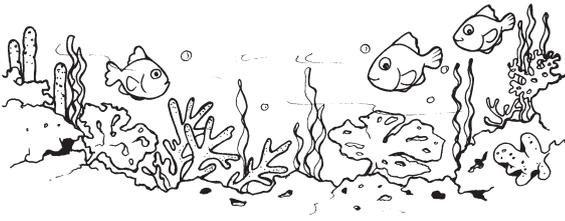
In the clear, warm and salty waters of the Great Barrier Reef there is plenty of light and movement; the ideal environment for coral to grow. Coral consists of individual coral polyps, which are tiny creatures that join together to form colonies. Each tiny polyp lives inside the hard shell that we recognise as coral. The coral polyps join together to create underwater forests of vivid colour that resemble fans, antlers, brain and plate shapes.

Some coral is slow growing and can live for hundreds of years. Other coral is faster growing. Only live coral is coloured. Dead coral or coral that is taken out of its natural environment in the water loses its colour.

The Barrier Reef supports a wide range of different marine species including some that are vulnerable or endangered. It is home to more than 1,500 species of fish, over 400 types of hard coral and one third of the world's soft corals. The reef also supports 134 species of sharks and rays, six of the world's seven species of marine turtles that are threatened with extinction and more than 30 species of marine mammals including the vulnerable dugong, dolphins and whales. Add to that more than 200 species of birds, around 20 types of reptiles and more than 3000 molluscs (including the giant clam which can live to over 100 years old). Then add thousands of different sponges, worms, crustaceans, seahorses, starfish and sea urchins.

In 1981 this spectacular natural attraction that can be seen from outer space, was declared a World Heritage area. This means that there is protection now and in the future for the habitats and species in this amazing place of natural beauty and importance.





*The Great Barrier Reef* is an informative text that describes the Barrier Reef in Queensland. A description has an **introduction** that tells the reader about the subject, a **main part** that describes details and special features, and includes a **final comment** about the subject.

1. List three main points about the Barrier Reef which are made in the introduction of the text.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. In a descriptive text the verbs are usually in the present tense. Scan the text and add verbs to the sentences below.

- a. The Great Barrier Reef \_\_\_\_\_ the world's largest coral reef.
- b. Coral \_\_\_\_\_ of individual coral polyps.
- c. The coral polyps \_\_\_\_\_ together to create colourful underwater forests.
- d. Coral taken out of the water \_\_\_\_\_ its colour.
- e. The Barrier Reef \_\_\_\_\_ a wide range of different species.
- f. The giant clam can \_\_\_\_\_ to over 100 years old.
- g. Being a World Heritage area \_\_\_\_\_ that there is protection now and in the future for the Reef.

3. Scan the text to find the adjectives that describe the features listed below.

- |                    |                      |
|--------------------|----------------------|
| a. _____ structure | f. _____ environment |
| b. _____ islands   | g. _____ species     |
| c. _____ shell     | h. _____ turtles     |
| d. _____ colours   | i. _____ clam        |
| e. _____ coral     | j. _____ area        |