

EBOOK CODE: REAU1140



Read and Succeed

Book 3

Ages 11 - 14 years



- Dinosaurs Down Under
- Believe It Or Not
- Deadly Quest
- Ned Kelly: Hero Or Villain?
- Surfing
- The Youngest ANZAC
- Why Wear A Uniform?
- The Mystery Of Kaz II
- Creative Genius



By Margaret Warner

Contents

Teachers' Notes	4		
Australian Curriculum Links	4		
Dinosaurs Down Under		The Youngest ANZAC	
Comprehending Texts	6	Comprehending Texts	37
Language Features	7	Language Features 1	38
Scanning For Meaning	8	Language Features 2	39
Making Meaning	9	Scanning For Meaning	40
A Cloze Activity	10	Responding To A Text	41
Believe It Or Not		Why Wear A Uniform?	
Comprehending Texts	12	Comprehending Texts	43
Making Meaning	13	Language Features 1	44
Scanning For Meaning	14	Language Features 2	45
Language Features	15	Scanning For Meaning	46
A Cloze Activity	16	Your Opinion	47
Deadly Quest		The Mystery Of Kaz II	
Comprehending Texts	18	Comprehending Texts	49
Making Meaning	19	Language Features 1	50
Scanning For Meaning	20	Language Features 2	51
Language Features	21	Scanning For Meaning	52
A Cloze Activity	22	A Cloze Activity	53
Ned Kelly: Hero Or Villain?		Creative Genius	
Comprehending Texts	24	Comprehending Texts	55
Differing Views	25	Making Meaning 1	56
Scanning For Meaning	26	Making Meaning 2	57
Careful Reading	27	Scanning For Meaning	58
A Cloze Activity	28	Responding To A Text	59
Surfing		Answers	60-63
Comprehending Texts	30		
Making Meaning	31		
Scanning For Meaning	32		
Another Text Type	33		
Comparing Texts	34		
Procedural Texts	35		

Teachers' Notes

Read and Succeed Book 3 is written for lower secondary students who are struggling to keep up with their peers, and is therefore linked to the Year 5 English Curriculum. 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 retaught basic literacy skills and concepts that they may have had difficulty processing in earlier years for whatever reason. When they acquire these skills, they will begin to gain confidence putting them into practice.

Students at lower secondary level who are not reading at their expected level of competency are more likely to engage with texts about fascinating subjects. In *Read and Succeed Book 3*, students will read a range of texts that are likely to be of interest to them and complete language activities that focus on the student succeeding with reading. The book uses short paragraphs to develop key ideas.

Ideas on how to use the book:

- *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 their prior knowledge of the topic. Prior knowledge helps with understanding.*
- *Actively teach comprehension skills. Discuss how to work out the meanings of unfamiliar words, make predictions, summarise main ideas, identify literal information and make inferences.*
- *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 *Dinosaurs Down Under*, answer the question below.

What do you know about Australian dinosaurs? _____

- Read *Dinosaurs Down Under*. If you come across an unfamiliar word when you are reading, try to work out its meaning from the rest of the sentence.

◦ DINOSAURS DOWN UNDER ◦

At Lark Quarry in western Queensland there is evidence of a dramatic event that happened in the mid Cretaceous period when dinosaurs roamed the Earth. Preserved for around 95 million years are the footprints of a herd of dinosaurs being stalked by a predator.

Local station manager, Glen Seymour, first discovered the tracks in the 1960s. At first he thought that the tracks were fossilised bird tracks. However, when paleontologists visited the area in the 1970s they made a remarkable discovery - the tracks belonged to dinosaurs.

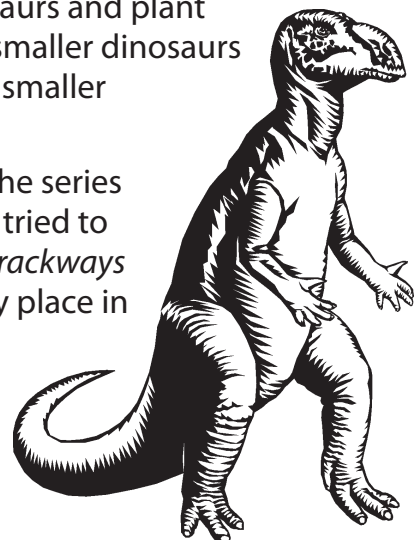
Over time, the excavated area has revealed about 3,300 separate footprints made by a herd of about 150 dinosaurs. On the day when the dinosaurs had come to the lake to drink, they would have walked through soft mud. Usually the footprints would have disappeared, either blown away when the mud dried or washed away by the rain. However, at Lark Quarry the footprints were slowly covered over by sand or mud and more sediment, which eventually became rock, which preserved them.

Scientists know that a giant carnivorous theropod standing over three metres tall approached the herd. Its giant tracks measuring more than 50 centimetres in length, show that it was walking not running. Then the tracks show that it slowed and turned slightly.

Further study of the tracks show what the theropod was stalking. On that eventful day so long ago, a herd of around 150 dinosaurs had come to the lake to drink. The tracks tell that the smaller dinosaurs were carnivorous coelurosaurs and plant eating ornithomimids. The tracks indicate that the herd of smaller dinosaurs stampeded as the large predator approached. When the smaller dinosaurs stampeded they left behind over 3,000 tracks.

Scientists have studied the footprints and have tracked the series of footprints made by some individual dinosaurs as they tried to escape. This is known as a dinosaur *trackway*. Although *trackways* have been located in other places, Lark Quarry is the only place in the world that shows a stampede.

Lark Quarry dinosaur *trackways* is now listed on Australia's national heritage list so the site is protected and conserved for the future.



○ *Dinosaurs Down Under* is a **factual text** that explains the discovery of dinosaur tracks at Lark Quarry. It starts with a **general introduction** of the subject, then provides a **factual explanation** and ends with a **final statement**.

1. Identify five facts from the introductory paragraph.

- _____
- _____
- _____
- _____
- _____

2. Outline the key facts about the footprints.

- _____
- _____

3. What does the final statement say about the future of the tracks?

- _____
- _____

4. The explanation contains some technical language, e.g. *paleontologist*. Find other examples of technical language in the text.

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

○ Draw lines to match each word with its meaning. Check the meaning of each word in the text. Use a dictionary if needed.

- | | |
|----------------|---|
| 1. evidence | a. solid material at the bottom of a liquid |
| 2. fossilised | b. an animal that eats meat |
| 3. remarkable | c. to keep safe |
| 4. sediment | d. a rush of animals or people in fright |
| 5. preserve | e. something that is passed on to others |
| 6. carnivorous | f. preserved as rock |
| 7. stampede | g. attracting notice |
| 8. heritage | h. information that proves something to be true |

- Before reading *Deadly Quest*, answer the question below.

Why is Mount Everest famous? _____

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

◦ DEADLY QUEST ◦

Majestic Mount Everest, the highest mountain in the world, is located in the Himalayan mountain range. Mount Everest, standing at 8,848 metres is located on the border of Tibet and Nepal. Attempting to climb to the summit of Everest, which is snow-capped all year, is still a highly dangerous quest.

Since 1922, experienced mountain climbers have tried unsuccessfully to get to the summit of Mount Everest. Finally, in 1953 Edmund Hillary from New Zealand and Tenzing Norgay from Nepal were successful. Since that time, over 3,000 climbers have achieved their goal of reaching Everest's summit. However, in that same time, over 200 climbers have lost their lives in the attempt.

Why is the ascent of Mount Everest so dangerous? To achieve the summit, climbers must spend time at altitudes higher than 8,000 metres. This area is known to climbers as the *death zone* because it is almost impossible to survive in the harsh conditions for more than a few days. Lack of oxygen, extreme cold, changing weather conditions, high winds, frostbite, exhaustion and climbing hazards have all contributed to the death toll. Climbers who die are often left on the mountain because it is too difficult for others to move them, as their low oxygen level does not support the energy required. Many of the bodies, preserved by the freezing temperatures remain on the mountain.

In 1996, eight climbers died within 36 hours. Three were on the north side of the mountain and five were climbing on the south side. As the weather worsened into a full scale blizzard with winds over 100 kilometres per hour, visibility was lessened and conditions on the mountain deteriorated, resulting in tragedy for the eight climbers.

In 2006 Australian climber, Lincoln Hall was fortunate to escape death. After reaching the summit and starting his descent, he was found lying in the snow, believed to be dead by the Sherpas who tried but were unable to revive him. However, the next day a group of four climbers found him alive with no tent, no food and no oxygen. The group abandoned their attempt to reach the summit to help with Hall's successful rescue. Fifteen other climbers were not so fortunate that year.

Majestic Mount Everest is the ultimate challenge for mountain climbers. Every year many succeed in their adventurous attempt to reach the summit, but every year many fail and some die trying.



- Read the short summary about Mount Everest, then use the words below to fill in the spaces.

extreme slow dangerous unlucky successful
 snow-capped ultimate death harsh alive

◦ MOUNT EVEREST ◦

Mount Everest is the highest mountain in the world and one of the most (1) _____ for climbers. It wasn't until 1953 that Edmund Hillary and Tenzing Norgay successfully climbed to Everest's summit. Every year climbers attempt to reach the (2) _____ summit. Some succeed, some fail and some die in the attempt. In the area known to climbers as the (3) _____ zone, the risks are very high. It is almost impossible to survive in the (4) _____ conditions for more than a few days. Lack of oxygen, (5) _____ cold, changing weather conditions, frostbite, exhaustion and climbing hazards all make this area very dangerous.

In 2006 Australian climber, Lincoln Hall almost died on the mountain. After reaching the summit he started the (6) _____ descent.

He was found lying in the snow and attempts to revive him failed. However, the next day a group of four climbers on their way to the summit found him sitting up (7) _____. They gave up their chance to get to the summit so that they could help him. The result was a (8) _____ rescue and a life saved. Majestic Mount Everest is the (9) _____ challenge for climbers. Some succeed but other (10) _____ climbers fail or die on the mountain.

- After you have finished adding the words, read the summary again and check that the words that you have added make sense in each sentence.
- Make a Word Bank to describe Mount Everest.