

SMART SKILLS BUILDER

READING BOOSTER PACKS

High-interest reading resources
for LOWER LEVEL readers

Inspire LOWER LEVEL
READERS

This exciting series includes:

- Texts carefully written for lower reading ages
- Lesson plans written to deliver the new Framework
- Age-appropriate, topical texts that will motivate your reluctant readers
- Magazine-style Student's Books designed to capture students' attention
- Inspiring activities to progress skills and make reading enjoyable

FOR KEY STAGE 3

A close-up photograph of a tiger's face, roaring with its mouth wide open, showing its sharp teeth and tongue. The tiger's fur is orange and black. The image is partially obscured by a green graphic element consisting of a circle and lines, resembling a stylized atom or a logo.

Free resources inside...

SMART SKILL

READING BOOS

High-interest reading resources

Smart Skills Builder Reading Booster Packs is a cost-effective, supportive programme for students with lower reading ages:

- Year 7 Reading Booster Pack (Reading age of 7–8)
- Year 8 Reading Booster Pack (Reading age of 8–9)
- Year 9 Reading Booster Pack (Reading age of 9–10)

This innovative series comprises funky, magazine-style Student's Books with accompanying Teacher's Books for each year group (7–9).

TOPICS

YEAR 7

- Endangered animals
- Lighter than air
- A game of two sexes!
- Computer games
- Infinity and beyond
- School mayhem
- Record breakers
- Spectacular stunts
- Having a laugh!
- Buzzard hazard!

YEAR 8

- Fantasy
- A dog's life
- Earthquake
- Song lyrics
- The price of fame
- Outsiders
- Dangerous liaisons
- Sports commentary
- Thrills and mystery
- Supernatural Shakespeare

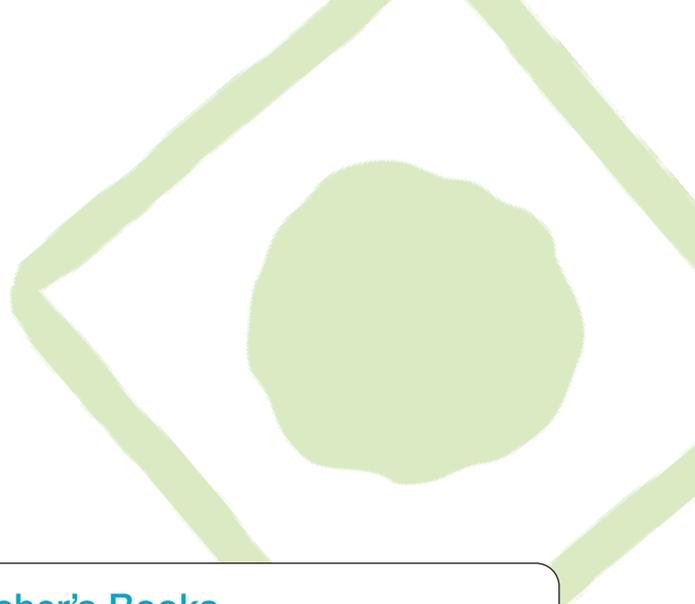
YEAR 9

- Extreme sports
- Ghosts
- Make Poverty History
- War
- Sharks
- Island life
- Urban myths
- Travel: Cambodia
- Unusual pets
- Survival

SMART LEARNING SKILLS BUILDER

READING BOOSTER PACKS

for struggling readers



Student's Books

FROM ONLY
£5.00 EACH!

Help your students to develop their reading skills and to enjoy reading with these magazine-style Student's Books.

The **Booster Student's Books** present all the texts required for each lesson in appealing full-colour layouts. Each year group covers 10 student-friendly topics using a great range of texts – all chosen to motivate and encourage struggling readers.

The Student's Books offer:

- A strong emphasis on non-fiction texts, that will appeal to reluctant readers – especially the boys!
- A great variety of texts, including emails, web pages, letters, novel extracts and news articles
- Accessible texts that will build confidence in reading skills
- Engaging layouts, carefully designed to avoid visual distraction.

Now available for Years 7–9 (Reading age of 7–10)

Supporting Inclusion

Topics covered in the Reading Booster Pack series mirror those included in the Smart Skills Builder Reading series.

These resources can be used alongside each other to support the inclusion of students with lower reading ages.

For further information about the Smart Skills Builder Reading Series please contact Smart Learning on 01223 477550.

"I loved this. It was easy to deliver and the students were excited by all the information they could access"

To order your approval copies and class sets tel 01223 477550

Teacher's Books

Each Teacher's Book provides 24 flexible lesson plans with accompanying worksheets, specifically geared towards students with lower reading ages.

Jam-packed with ideas for improving reading skills across all the relevant substrands, this flexible scheme of work can be integrated in a way that suits the needs of your students.

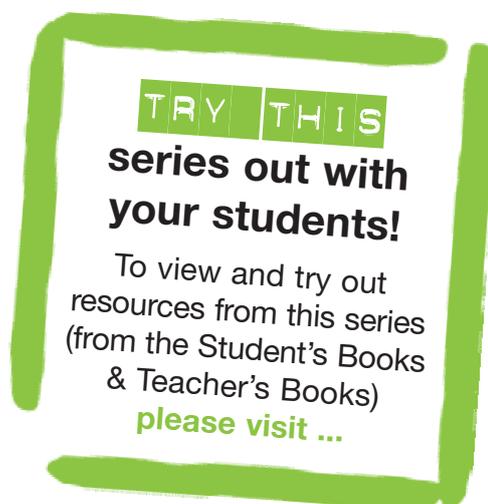
Lesson plans at a glance:

- A summary of the key concepts, key processes and range & content covered
- Coverage of the new Framework substrands
- Creative suggestions for activities that support the progression of skills
- Clear indicators for evaluating levels of achievement (Levels 3 and 4)
- Links to the Assessment Focuses for reading
- Curriculum opportunities to extend learning.

Where appropriate, lessons include signposting to ICT opportunities.

Now available for Years 7–9 (Reading age of 7–10)

Student Worksheets are supplied in a PDF format on a CD-ROM, enabling you to display them on your whiteboard!



www.smart-learning.co.uk/ks3booster

The Loner

He leans against the playground wall,
Smacks his hands against the bricks
And other boredom-beating tricks,
Traces patterns with his feet,
Scuffs to make the tarmac squeak
Back against the wall he stays -
And never plays.

The playground's quick with life,
The beat is strong
Though sharp as a knife
Strife doesn't last long.
There is shouting, laughter, song,
and a place at the wall
For who won't belong.
We pass him running, skipping, walking,
In slow huddled groups, low talking.
Each in our familiar clique
We pass him by and never speak,
His loneliness is his shell and shield
And neither he nor we will yield.
He wasn't there at the wall today,
Someone said he'd moved away
To another school and place
And on the wall where he used to lean
Someone had chalked
'Watch this space'.

By Julie Holder



The Outsiders

I was sweating and I could feel my palms getting clammy. Sweat ran down my back. I get like that when I'm real scared. They walked around slowly, silently, smiling.

"Hey, grease," one said in an over-friendly voice. "We're gonna do you a favor, greaser. We're gonna cut all that long greasy hair off."

One of them laughed, then cussed me out in a low voice. I couldn't think of anything to say. There isn't a whole lot you can say while waiting to get mugged, so I kept my mouth shut.

"Need a haircut, greaser?" The blond guy pulled a knife out of his back pocket and flipped the blade open.

I was backing up, away from that knife. Of course I backed right into one of them. They had me down in a second. They had my arms and legs pinned down and one of them was sitting on my chest.

I could smell shaving lotion and stale tobacco. I wondered if I would suffocate before they did anything. I almost got loose for a second. Then they tightened up on me and the one on my chest slugged me a couple of times. So I lay still, swearing at them between gasps. A blade was held against my throat.

"How'd you like that haircut to begin just below the chin?"

It was then I realised they could kill me. I went wild. I started screaming for Soda, Darry, anyone. Someone put his hand over my mouth. I bit it as hard as I could. I tasted blood running through my teeth.

I heard a curse and got slugged again, and they were stuffing a handkerchief in my mouth. One of them kept saying, "Shut him up, for Pete's sake, shut him up!"

Then there were shouts and the pounding of feet. They jumped up and left me lying there, gasping. I lay there and wondered what was happening. Then someone had me under the armpits and hauled me to my feet. It was Darry.

"Are you all right, Ponyboy?"

Adapted from 'The Outsiders' by S.E. Hinton

Lesson 12: Creating tension and excitement

Outsiders

Resources

Main lesson stimulus
 'The Outsiders' adapted extract (Student's Book p 26)
 (If desired, a word processed version of the text can be used in conjunction with an IWB or projector.)

Worksheets
Worksheet 12a: Creating tension
Worksheet 12b: 'The Outsiders' extract

'Face' adapted extract
 (Student's Book p 27)

Teaching progression

Starter

As a class, brainstorm the meaning of 'tension' in writing. What other adjectives have similar meanings? (e.g. excitement/anxiety/fear/worry/stress/nervousness.) Write their ideas on the board.
 Give students **Worksheet 12a**. Ask them, in pairs, to read through Activity 1 and decide which descriptions create the most tension. Discuss their choices as a class.

Main/development

Ask students to read 'The Outsiders' in the Student's Book. You, or selected students, should then read the extract aloud, focusing on creating tension as it is read.
 Using a projected copy of **Worksheet 12b**, with students following on their own copies, ask students to find examples of these features: pattern of three; the narrator addressing the reader directly; the narrator implying that he feels helpless; focus on small details; short, terse dialogue. Discuss how the text uses these features to build the tension from a vaguely ominous situation to full-blown panic.
 Students should then read the extract from 'Face' on page 27 in the Student's Book. Direct them to find words and phrases in the text that imply that Martin is getting angry. Write these on the board. Can they think of other ways of describing anger and/or fear? In pairs, students should think of words or phrases that show anger or fear. If there is time, they could each write a short paragraph which shows a gradual build-up of one of these emotions. The word bank on **Worksheet 12a** could be used at any stage, if appropriate.

Plenary

Ask students to tell you how the two passages build tension. Do they do it in a similar way, or are they completely different?

Homework/extension work

Students should write a passage that shows a build-up of a different emotion.

Curriculum opportunities

4.2 Reading

a Develop independence in reading
 Encourage students to read *Rumblefish* by S.E. Hinton, Puffin, 2002 (first published in 1975).

Lesson 12: Creating tension and excitement

Outsiders

Curriculum links

Key concepts	1.2 Creativity c Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters
Key processes	1.4 Critical understanding d Analysing and evaluating spoken and written language to appreciate how meaning is shaped
2.2 Reading	j Understand how texts are crafted to shape meaning and produce particular effects b Infer and deduce meanings, recognising the writers' intentions d Select and compare information from different texts g Understand how audiences and readers choose and respond to texts
Range and content	The texts chosen should be: c Challenging, using language imaginatively to create new meanings and effects, and encouraging pupils to try such writing for themselves The range of literature studied should include: d Stories, poetry and drama drawn from different historical times, including contemporary writers

Framework substrands and APP links

Strand	5 Reading for meaning	6 The author's craft
Substrand	5.1 Developing and adapting active reading skills and strategies	6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning
APP links	AF2, AF3	AF5
Level 3	<i>Establish meaning at a literal level only</i> Base simple comments on a single point of reference in the text	<i>Understand the basic features of writers' use of language</i>
Level 4	<i>Use inference and deduction to recognise implicit meanings at sentence and text level</i> Make relevant notes	<i>Identify and describe the effect of writers' use of literary features</i> Recognise how techniques have an effect on the reader
Other substrands covered	8 Composition: shaping and constructing 8.4 Developing varied linguistic and literary techniques (Writing AF1, AF2, AF3)	

Please enlarge to A3 to photocopy the worksheets for your students

Worksheet 12a Creating tension

Activity: Look at the three boxes below. Each contains two ways of saying a similar thing. Tick the one which creates the most tension or excitement.

1	They walked around without speaking. They walked slowly and were smiling. <input type="checkbox"/> <input type="checkbox"/>
2	I was sweating and I could feel my palms getting clammy. Sweat ran down my back. <input type="checkbox"/> <input type="checkbox"/>
3	I was feeling sweaty and there was sweat down my back. My hands were also sweaty. <input type="checkbox"/> <input type="checkbox"/>

Word banks

FEAR WORDS	ANGER WORDS
<p>scared words</p> <p>nervous anxious quivering shaking pale alarmed shivering trembling</p>	<p>cross words</p> <p>irritated annoyed resentful snappy angrier... livid seething mad fuming</p>
<p>terrified words</p> <p>chill sick fright panic froze paralysed horror terror</p>	<p>furious words</p> <p>frenzy rage shout shaking rant and rave hot</p>

Worksheet 12b 'The Outsiders' extract

I was sweating and I could feel my palms getting clammy. Sweat ran down my back. I get like that when I'm real scared. They walked around slowly, silently, smiling.

"Hey, grease," one said in an over-friendly voice. "We're gonna do you a favor, greaser. We're gonna cut all that long greasy hair off."

One of them laughed, then cussed me out in a low voice. I couldn't think of anything to say. There isn't a whole lot you can say while waiting to get mugged, so I kept my mouth shut.

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"Are you all right, Ponyboy?"

Extract adapted from *The Outsiders* by S. E. Hinton

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SB1TB	Yr 7 Smart Skills Builder Reading Booster Pack Teacher's Book (Reading Age 7-8)	56pp + CD-ROM	£35.00	£7.00					
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