Springboard

# Connect

29a Penelope Plotter and the Perilous Pencil

29b The Star Party

29c **Connected Kids Can**

29d Pristine Places on Earth

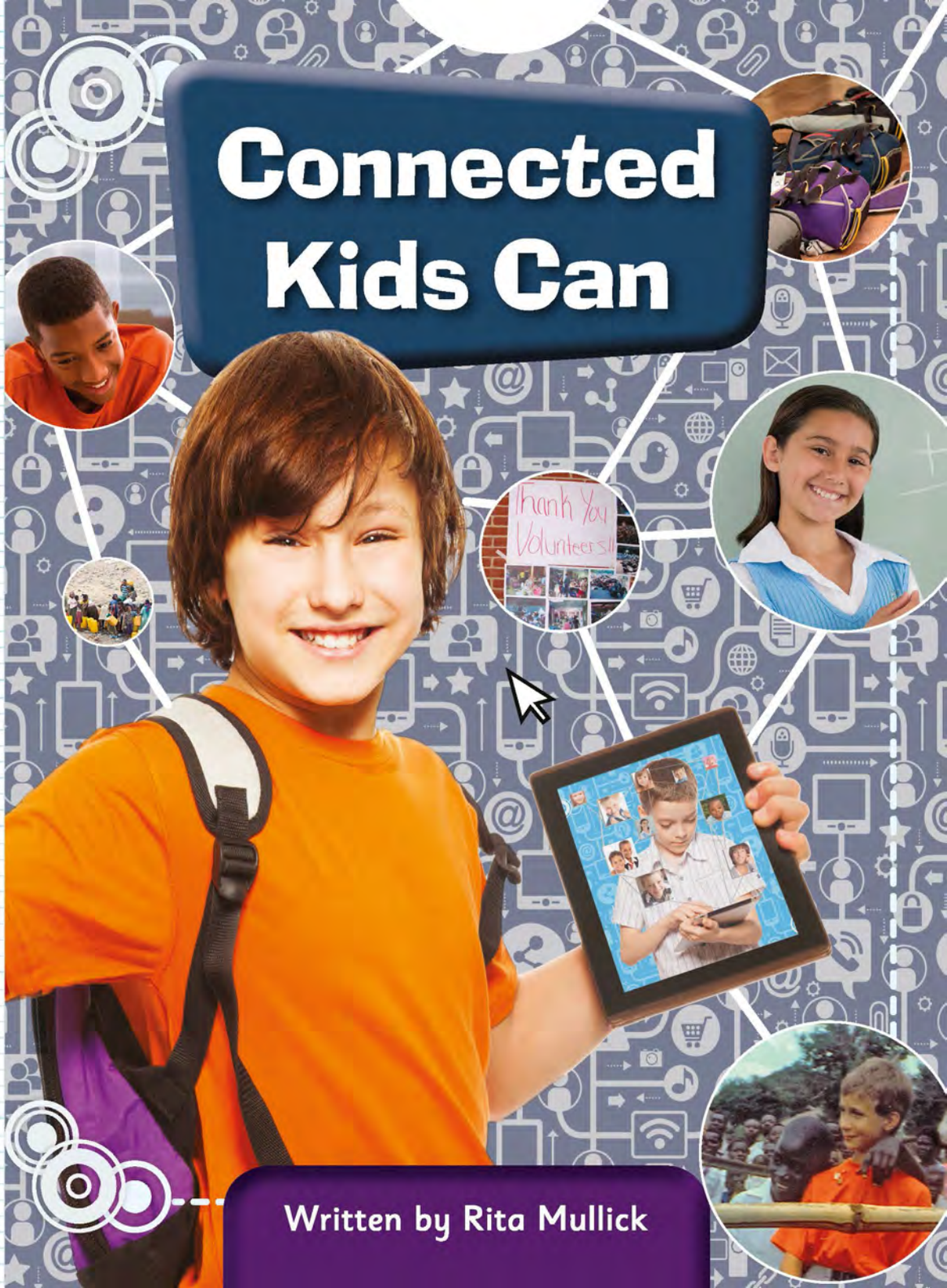
29e Solutions to Pollution

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# Connected Kids Can




Written by Rita Mullick

| | |
|---|---|
| Word Count | 930 |
| Text Type | Exposition |
| High-Frequency Word Focus | learn, read, write |
| Content Words | backpacks, computers, earthquake, emails, Hurricane Katrina, information, Internet, projects, video, website, well |
| Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge) | language evoking feelings;<br>paragraphs;<br>morphemes – root words;<br>suffixes;<br>compound words |

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Front cover photographs: Ryan and Jimmy (bottom right), courtesy of Ryan's Well Foundation website (www.ryanswell.ca); African people and water, Dreamstime.com/Antonella865; many stacked parachutes (top right), shutterstock.com/Aleksei Lazukov; kids in the ipad (middle), shutterstock.com/Blend Images and Gladskikh Tatiana and michaeljung and DNF Style; boys (top left and middle right), shutterstock.com/Derek Latta and Sergey Karpov, arrow (middle), shutterstock.com/Neyro; boy holding ipad (bottom left), shutterstock.com/Sergey Novikov; background, shutterstock.com/VLADGRIN; Project Backpack (middle), www.daveyhearn.com. AAP Image/Tracey Nearmy, **4–5**; courtesy of Ryan's Well Foundation website (www.ryanswell.ca), **20–21**; Danuta Otfinowski, all rights reserved, **8**; Dreamstime.com/Antonella865, **18**; Macmillan Education Australia, **11** children's books; photonewzealand/Corbis/Dallas Morning News/Smiley N. Pool, **6–7**; shutterstock.com/arindambanerjee, **17**, /Blend Images and Gladskikh Tatiana and michaeljung and DNF Style, **22**, /Derek Latta and Sergey Karpov, **3** top, /Lipskiy, **11** backpack, /lucadp, **11** water bottle, /Madlen, **11** ball, /Mathias Rosenthal, **2** bottom, /michaeljung, **3** bottom, /Mrsiraphol, **11** notebook, /Neyro, **2** top arrow, **16** top right arrow, **22** top arrow, /Picsfive, **11** teddy bear, /pumpuija, **11** baby doll, /silvano audisio, **11** toy car, /Skylines, **11** notebook with stationery objects, /supercavie, **11** poker, /Tortoon Thodsapol, **11** note and clip, /VLADGRIN, **1**, background; www.daveyhearn.com, **10**, **12–15**.

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## GETTING STARTED

**Activating prior knowledge:** Ask students if they or their family have ever helped people in need. If so, encourage them to share. Ask how the Internet can be used to help people in need.

**Book introduction and prediction:** Using the interactive digital book, or the printed version, read the title to students. Ask why they think there are lines linking the photographs on the cover. Ask students to flick through the book or the screens, looking at the photographs, maps, and layout. Have them use the graphics and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

**Outlining focuses:** Explain to students that as well as reading about how kids help people in need, they will talk about the author's feelings, paragraphs, root words, suffixes, and compound words.

## DURING THE READING SESSION

### Literacy

**Modelling:** Depending on what is appropriate to the group, you can remind students of and model specific reading strategies, such as how to approach unfamiliar words and identify signal words.

**Guiding:** Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

**Interacting, interpreting, analysing and evaluating:** At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. How does the Internet connect people? What was Project Backpack? What project did students in Boston start? What inspired Ryan Hreljac to start Ryan's Well? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

### Literature

**Responding and examining:** Ask students how they felt after reading this exposition, and whether it encouraged them to read other factual books on a similar topic.

### Language

If you are using the digital book, invite students to take turns operating it for the following activities.

**Language for interaction:** Encourage students to use modal verbs to express their opinions about the content of this book.

**Text structure and organisation:** Ask: Think about the words the author used in this book. How did she feel about what the kids did? How did she want you to feel about what they did?

Reinforce the purpose and features of paragraphs by asking students to identify the main ideas and supporting details in the paragraphs on pages 4 and 16.

**Expressing and developing ideas:** Draw attention to the words *information* on page 2, *belongings* on page 6, and *donations* on page 16. Ask students to identify and explain the meanings of the root words. Ask how adding suffixes changed the meanings of these words.

Point out the word *goodwill* on page 4. Have students identify the small words within this word and explain their meanings. Discuss how the small words work together to create new meanings. Locate and discuss other compound words in the text.

## PUTTING THE LEARNING INTO PRACTICE

**Small group/independent activities:** Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Written by Rita Mullick

# The Internet

The Internet is an amazing place to learn. It acts like a noticeboard. It tells us information. It connects computers, people, and places all over the planet. It is a **network**. It gives us a quick way to share ideas. We can learn facts on the Internet, too. We can read and write emails. We can connect with family and friends. We can also connect with people far away. In fact, we can reach thousands of people in a few seconds. They can respond right away.



With a single tap, an email can reach many places.

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Students can log on to the Internet to get information.



Families can connect on the Internet with email.

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Many people use the Internet to start projects that offer help to people in need. They do not expect anything in return. These are called **goodwill projects**. They aim to make our planet a better place. People tell about problems in other places. They write about a good cause. They explain how people can help. They start networks. The Internet helps the network grow. People read about the cause. They write to ask for more facts. More and more people can join the network. Goodwill projects can make a big difference.

Children have started many goodwill projects on the Internet. A project begins with an idea. The Internet spreads the idea far and wide. These projects help many people.



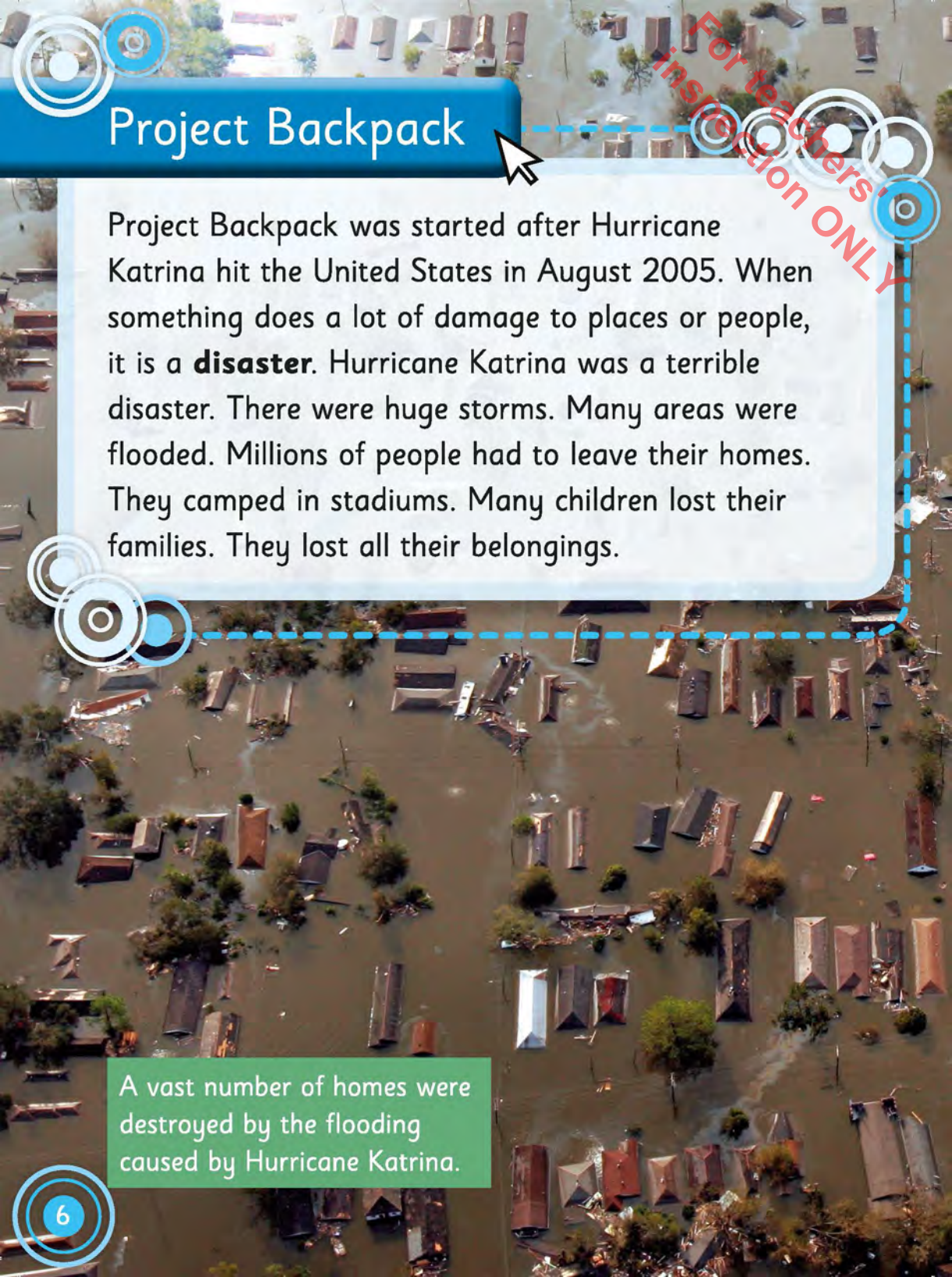
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This student group is working on a goodwill project to clear a street after an earthquake.



# Project Backpack

Project Backpack was started after Hurricane Katrina hit the United States in August 2005. When something does a lot of damage to places or people, it is a **disaster**. Hurricane Katrina was a terrible disaster. There were huge storms. Many areas were flooded. Millions of people had to leave their homes. They camped in stadiums. Many children lost their families. They lost all their belongings.



A vast number of homes were destroyed by the flooding caused by Hurricane Katrina.

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