

## **LPF Reading Exemplar**

### **The Surprise Visitor**

#### **Task Description**

In this reading activity, students read a short story about Jamie and his sister, Sarah, who gave him a surprise. Jamie fell asleep while reading and was startled when Sarah suddenly showed up. Students then responded to the related questions.

#### **Preparation**

Before the reading activity, the teacher encouraged students to share their personal experience of getting a surprise or giving a surprise to others by asking the following questions:

- Have you ever had a surprise that you liked?
- Who gave you the surprise?
- Have you ever had a surprise that you did not like?
- What was it?

## Learning Outcomes: ATMs 2-3

### ATM 2

Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

### ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

Questions	When students respond to the questions appropriately, they can:
<p>1. What happened to Jamie when he was reading?</p> <p><input type="checkbox"/> a. He was watching television.</p> <p><input type="checkbox"/> b. He was getting cold.</p> <p><input checked="" type="checkbox"/> c. <i>He fell asleep.</i></p> <p><input type="checkbox"/> d. He went shopping with Mum and Sarah.</p>	<p>ATM 3</p> <ul style="list-style-type: none"><li>infer the idea that Jamie fell asleep while reading by using clues in close proximity, e.g. ‘... feel as drowsy as a kitten...’, ‘... didn’t hear the door squeak...’, ‘... didn’t feel the soft breeze...’, ‘Nor did he notice the long shadow...’</li></ul>
<p>2. What didn’t Jamie hear?</p> <p><input type="checkbox"/> a. the soft breeze stirring</p> <p><input type="checkbox"/> b. a hand touching his shoulder</p> <p><input checked="" type="checkbox"/> c. <i>the door opening</i></p> <p><input type="checkbox"/> d. the long shadow falling across the floor</p>	<p>ATM 2</p> <ul style="list-style-type: none"><li>locate specific information by identifying key words, e.g. ‘didn’t hear the door squeak’</li></ul>
<p>3. What happened when the door opened?</p> <p><input type="checkbox"/> a. Mum came into the room.</p> <p><input type="checkbox"/> b. A hand touched Jamie’s shoulder.</p> <p><input checked="" type="checkbox"/> c. <i>Sarah came into the room.</i></p> <p><input type="checkbox"/> d. Jamie’s book fell on the floor.</p>	<p>ATM 3</p> <ul style="list-style-type: none"><li>infer the idea that Sarah had entered Jamie’s room and stood behind him by using clues in close proximity, e.g. ‘Nor did he notice the long shadow that fell across the floor behind him...’</li></ul>

<p>4. Who is the surprise visitor?</p> <p><input type="checkbox"/> a. Mum</p> <p><input type="checkbox"/> b. Jamie</p> <p><input checked="" type="checkbox"/> c. <i>Sarah</i></p> <p><input type="checkbox"/> d. Dad</p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>infer the idea that Sarah entered Jamie's room and gave him a surprise by using clues in close proximity, e.g. 'Suddenly a hand touched his shoulder.', '...shouted Sarah into his ear.', 'Jamie jumped like a jaguar.'</li> </ul>
<p>5. a) Who is Sarah?</p> <p><input type="checkbox"/> a. Jamie's mother</p> <p><input type="checkbox"/> b. Jamie's father</p> <p><input checked="" type="checkbox"/> c. <i>Jamie's sister</i></p> <p><input type="checkbox"/> d. Jamie's friend</p> <p>b) Write down the sentence that gives you this information.</p> <p><u><i>'Sarah was shopping with their mother.' / 'Their father was at work.'</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>infer ideas by understanding the use of simple cohesive devices, e.g. the possessive adjective 'their' in 'Sarah was shopping with their mother.' and 'Their father was at work' to refer to Sarah's and Jamie's parents</li> </ul>
<p>6. How much time passes between the beginning and the end of the story?</p> <p><input type="checkbox"/> a. one hour</p> <p><input type="checkbox"/> b. three hours</p> <p><input type="checkbox"/> c. four hours</p> <p><input checked="" type="checkbox"/> d. <i>two hours</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>infer how much time passes by identifying key words, 'four o'clock' at the beginning and 'six o'clock' at the end of the story</li> </ul>

<p>7. What is the story about?</p> <p><input type="checkbox"/> a. Sarah going shopping with her mother</p> <p><input checked="" type="checkbox"/> b. <i>Jamie getting a fright</i></p> <p><input type="checkbox"/> c. Jamie reading a book</p> <p><input type="checkbox"/> d. the cold weather outside the house</p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>identify the main idea that Jamie was startled and some supporting details explicitly stated in the text, e.g. ‘Jamie didn’t hear the door squeak...’, ‘He didn’t feel the soft breeze...’, ‘Nor did he notice the long shadow...’, ‘Suddenly a hand touched his shoulder.’</li> </ul>
<p>8. Read the last part of the story. What might happen next?</p> <p><input type="checkbox"/> a. Jamie would go outside.</p> <p><input type="checkbox"/> b. Jamie would go to bed.</p> <p><input checked="" type="checkbox"/> c. <i>Jamie would eat his dinner.</i></p> <p><input type="checkbox"/> d. Jamie would start reading his book again.</p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>make predictions about the likely development of the text by identifying key words, e.g. ‘Dinner’s ready!’</li> </ul>
<p>9. Write down the two words that describe the weather.</p> <p><i><u>Cold</u> and <u>drizzly</u></i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>work out the meaning of the word ‘drizzly’ by using semantic clues, e.g. ‘... on a cold drizzly... afternoon.’</li> </ul>
<p>10. Write down the word that tells you that Jamie felt a little bit angry when he spoke.</p> <p><i><u>Grumbled</u></i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>work out the meaning of ‘grumbled’ by using semantic clues, e.g. Jamie’s reply ‘Me? Nothing...’ in response to Sarah’s question, ‘What have you been doing?’</li> </ul>

### Full text

It was four o'clock on a cold drizzly winter afternoon. Jamie was sitting by the window, reading his favourite adventure story and trying to catch the last rays of sunshine before they slipped away. Sarah was shopping with their mother. Their father was at work. Everything was still and quiet and the house was empty. He started to feel as drowsy as a kitten in his comfortable cosy chair.

Jamie didn't hear the door squeak as it opened. He didn't feel the soft breeze that gently stirred the pages of his book and brought a faint chill to the side of his face. Nor did he notice the long shadow that fell across the floor behind him or sense the delicious smell that wafted in front of him.

Suddenly a hand touched his shoulder.

"Dinner's ready!" shouted Sarah into his ear.

Jamie jumped like a jaguar. He was startled.

"Dinner? What's the time?"

"Six o'clock. What have you been doing?"

"Me? Nothing," grumbled Jamie.

(Copyrights reserved by **Education Bureau**)