

NAME _____

The Spying Game

Directions: Write the main idea of each section in the first box. Then write key words or phrases that provide details about the main idea. At the bottom of the page, write the qualities you think a person needs to be a good spy.

Main Ideas	Details
Royal Spies	
Spy Networks	
Spy School	
The White Mouse	

WANTED: EXPERIENCED SPY

Must be able to:

Must have these qualities:

Training:



The Spying Game

LEXILE™ 870

→ FOCUS STRATEGIES

→ **Metacognitive Skill**
Making Connections to Prior Knowledge

Good readers make connections as they read between what they already know about a topic and new information in the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. Help students make connections to what they already know about spies from books they have read, movies, and TV shows they have seen. As you preview the book with students, use a think-aloud to model how you relate information in the book to your own knowledge and experience.

→ **Comprehension Skill**
Identify Main Ideas and Details

Understanding the most important ideas in a text is central to understanding the text. Because readers can't remember everything, they must also know how to differentiate important from unimportant ideas that support these key ideas in the text. Students can look for clues that help them determine the most important points: headings often provide an overall clue as to the key ideas, many paragraphs contain topic sentences which are often the first or last sentences, and sometimes helpful words can signal relevant information—for example, *in fact*, *most important*, *such as*, etc. Model for students how to use these main ideas clues and then guide them as they search for clues themselves.

→ **Vocabulary Skill**
Verb Tense

Knowing how to identify a verb is not as important as knowing when and why to use a verb. Different text structures and different writing purposes require different forms of verbs. In this book, students can see how past tense is important when recounting espionage events from the past. They can compare this with the part of the text that describes spy training and jobs, which sets up a condition of timelessness, and therefore requires the use of timeless present tense.

Focus Vocabulary Skill: Verbs

Verbs expressing
being and having

was	p 4
have	9
is	9
were	14

Verbs expressing
feeling, knowing, or thinking

liked	p 4
learned	7
understand	10, 26

Verbs expressing
action

walked	p 4
lived	7
attacked	7
carry	4, 12
led	15
use	18, 24



X-zone

THE SPYING GAME

→ SUMMARY

Students will most likely be aware of the world of espionage and spies through popular books, movies, and television programs.

But who were some of the world's first spies? How were their objectives similar to or different from the spies students see today? What do modern-day spies need to learn to become good at their jobs? What equipment do they need to carry out their work?

These are some of the questions explored in *The Spying Game*.

→ OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information.
- Locate main ideas and details in the text.
- Understand when to use past and present tense.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can locate the main ideas in the text. Note whether they can differentiate between important and unimportant details that support the key ideas. Note whether they can independently identify main ideas as they read the rest of the book.
- Note whether students can make connections between books, movies, and TV programs about spies and this text.
- Note whether students understand that reports generally use timeless present tense, while texts that recount events use past tense.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Pair students and have them write down books, movies, or TV programs they have seen or read that were about spies.
- Have pairs share their lists. Select one or two examples from students' lists and have students retell the stories.
- Discuss how realistic the examples on the list are. Ask students how they think the spies in their examples compare with spies in real life.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Have them preview the table of contents and make predictions about the text. Have them make connections to the topics listed in the table of contents and what they know about spies.
- Preview the book with students, encouraging them to ask questions, make predictions, and make connections as they look at the headings and graphic information.
- Model the importance of making connections as you read. **Think-Aloud:** This chapter about spy tools makes me think about the spy shows I have seen on TV and all the fantastic equipment the TV spies have. I imagine that the TV shows are probably based around some facts, but a lot of the spy tools are probably made up in order to make the show more exciting. As I read, I will think about what I have seen on TV and what I am reading about. Thinking about what I already know helps me make sense of new information I encounter as I read.

Preview Text Features

- Point out text features that help students visualise information in the text, for example, the illustration of the Vikings invading King Alfred's Christmas dinner on page 5, the summary chart on page 9, and the floor plan on pages 10–11.

→ Introduce the Focus Vocabulary Skill: Verb Tense

- Point out the word *is* on page 4 and the word *was* in the next paragraph. Explain that texts often move back and forth between verb tenses, depending on the purpose of the text. Explain that recognising the switch from *is* to *was*, or from present to past tense, helps the reader understand that the purpose of the text is now to describe an event that has happened in the past. Have students be aware of tense changes as they read.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 4–17 of *The Spying Game*.

Identify Main Ideas and Details

- Tell students that they will be reading pages 4–17 silently. Explain that you want them to put a sticky note next to ideas in the text they think are the most important.

Making Connections to Prior Knowledge

- Remind students to be active readers by making connections to what they already know about spies and to challenge themselves when something doesn't make sense by asking clarifying questions.

Word Skills

- Remind students to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.
- Remind them to be aware of tense changes and why the tense has changed as they read.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 4–7: Have students tell what clues the heading *The History of Spying* and the sub-head *Royal Spies* gives them about the key ideas in this section. Have them read the pages to find what this section is about. Briefly discuss their ideas when they have finished reading.

Pages 8–13: Have students read this section to make connections between what they know about spies and what the text tells them.

Pages 14–17: Ask students to find out why someone might be called the *White Mouse*. Have students share ideas when they finish reading.

- Have students reread pages 4–17, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place sticky notes next to parts of the text that remind them of something they have read or seen about spying.

After Reading

→ Reflect on Reading Strategies

- Have students share connections they made between the text and prior knowledge as they were reading.
- Ask students to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Identifying Main Ideas and Details

Model

- Explain why finding the main idea is important to understanding and remembering information. Model how to locate key information.

Think-Aloud: The first section we read was called *The History of Spying* with a sub-head called *Royal Spies*. This helped me figure out that the main idea in this section was that some famous historical spies worked for royal families in order to protect the kingdom from enemies. The section then went on to provide details about two different royal spies. I need to separate important details from unimportant details because I can't remember everything that I read. It helps if I pick out key words within sentences and write them down on a graphic organiser, rather than writing whole sentences.

Guided Practice

- Give students a copy of the graphic organiser. Guide them to write the main idea of the section on the chart. Then help them identify important details to record on the chart.

→ Independent Practice

- Have students complete the graphic organiser independently, by first filling in the main ideas of each section and then listing key words or phrases that provide details. When they are finished, have them synthesise what they learned by writing a job description for a spy that outlines the qualities a good spy needs to have. Have students share and discuss their completed worksheets.

→ Vocabulary Skill: Verb Tense

- Ask students what the purpose of the section called *Royal Spies* is. Remind students that when we tell about events in the past, we use past tense verbs.
- Pair students and give each pair a different paragraph or paragraphs from this section in which to find and list verbs. When students are finished, have them share their lists as you record the words on the board.
- Tell students that different types of verbs are used for different purposes. Some verbs describe action. These verbs help keep a story moving. Other verbs describe thinking, feeling, knowing, etc. Have pairs of students sort the verbs into different types and then share their lists. Discuss any discrepancies in the lists and review how the word was used in the book. The important thing is not to accurately label each verb type, but to be aware of the purpose of verbs.
- Have students explain why the verbs in the section *Spying Today* are in present tense.

→ Apply the Lesson

- Have students read the rest of the book independently and look for other main ideas in the book.
- Remind students to make connections to what they already know about spying.
- Encourage students to note tense changes as they read.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.