

Introduction

Why do we read? To satisfy curiosity? To develop deeper understandings? To gain specific information – or simply for enjoyment and entertainment?

These teachers' notes are intended to help you to support your students in achieving all of these purposes using the *School Journal*. They provide detailed suggestions for using the Journals in your class reading programme.

The notes should be used alongside *The Essential School Journal*, *Effective Literacy Practice in Years 1 to 4*, *Effective Literacy Practice in Years 5 to 8*, and *Guided Reading: Years 1–4*.

The Teaching Approaches

A classroom reading programme uses a variety of approaches, including:

•	reading to students
•	reading with students
•	reading by students.

These notes include ideas for using *School Journal* material for all these approaches, with a particular emphasis on guided reading.

For information on deciding which approach to use with a particular Journal item for particular students, see *The Essential School Journal*, pages 12–15, and *Effective Literacy Practice in Years 1 to 4*, pages 91–102.

Guided Reading

Guided reading is at the heart of the instructional reading programme. In this approach, teachers work with a small group of students to guide them purposefully through a text, supporting the students' use of appropriate reading strategies.

The teacher will have identified the particular needs of the students through ongoing assessment, including discussion and observation during previous reading sessions.

Guided reading involves:

•	selecting a teaching purpose based on the needs of the students
•	selecting a text that has features that link closely to the teaching purpose, appropriate supports and challenges, and content that will interest and engage the students
•	introducing the text and sharing the teaching purpose and learning outcomes with the students
•	reading and responding to the text
•	focusing on the use of particular reading strategies or on particular aspects of the text, according to the purpose of the session
•	discussing the text and, where appropriate, doing follow-up tasks.

These notes include information about:

•	a suggested purpose for the reading
•	features of the text that make it appropriate for teaching particular strategies or language features
•	possible discussion points, learning experiences, and follow-up tasks, where these are appropriate.

Questions for teachers are included as prompts under the main headings. For most texts, a range of teaching purposes could be selected. In most cases, these notes will highlight one teaching purpose (shown in bold type) for each text, but they will also list other possible purposes for which the text could be used.

In concentrating on these specific purposes, it is important not to lose sight of the bigger picture – the

meaning of the text for its readers and their enjoyment of the reading experience.

Developing Comprehension Strategies

Reading is about constructing meaning from text. Using a guided or shared reading approach provides an ideal context in which to teach comprehension strategies, for example:

•	making connections
•	forming and testing hypotheses about texts
•	asking questions
•	creating mental images or visualising
•	inferring
•	identifying the writer's purpose and point of view
•	identifying the main idea
•	summarising
•	analysing and synthesising
•	evaluating ideas and information.

The notes suggest ways to develop these and other strategies. For updated information about comprehension strategies, see *Effective Literacy Practice in Years 5 to 8*, pages 141–151.

Introducing the Text

The introduction should be relatively brief. It should:

•	make links with the students' prior knowledge (both of context and of text form) and motivate them to read
•	highlight selected features of the text
•	introduce in conversation any unfamiliar names or potentially difficult concepts
•	share the purpose for the reading with the students.

Reading and Responding

Some texts can be read straight through; others will need to be broken up with breaks for discussion. While the students are reading the text silently, you can observe their reading behaviour and help any students who are struggling. You could encourage your students to identify (for example, with paper clips or self-adhesive notes) any words that cause difficulty.

Discussing the Text (after the reading)

This should be brief (a maximum of ten or fifteen minutes) and should not be a simple “question and answer” session. Encourage focused conversations to extend students' comprehension and critical thinking. Use questions and prompts to probe their understandings. Ask the students to justify and clarify their ideas, drawing on evidence from the text.

Be aware that some question forms, especially those that use modal verbs such as “might”, “could”, or “would”, may pose additional challenges for ESOL students.

You can also explore (and enjoy) vocabulary and text features in greater detail or look at words that have caused difficulty for the group. These notes list some words that have challenged students when the material has been trialled. You should not assume, however, that these same words will challenge your own students. Talk about strategies the students could (or did) use, such as chunking longer words and noting similarities to known words (to help them decode) or rerunning text and looking for clues in the surrounding text (to clarify meaning).

This is also a good time to look closely at language features if these are a focus for the lesson. For example, you could discuss such features as alliteration or the use of similes or metaphors, and you could take the opportunity to expand students' own written vocabulary by discussing interesting verbs or

adjectives and synonyms for commonly used words.

Where appropriate, you may decide to select follow-up tasks.

Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use *Journal Surf* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

•	the students' prior knowledge, interests, and experiences
•	the complexity of the concepts in the item
•	the complexity of the style
•	the complexity and length of the sentences
•	any specialised vocabulary
•	the length of the item
•	the density of the text and its layout
•	the structure of the text
•	the support given by any illustrations and diagrams
•	the demands of the task that the students are being asked to undertake.

It is important to remember that most of these points could constitute either supports or challenges for particular students, and you should consider all of these aspects when selecting the text and the approach to be used.

These notes give further information about some of the potential supports and challenges in particular *School Journal* items. They include information gathered through trialling the items with groups of students.

Overview

This special edition of the *School Journal* celebrates its first one hundred years. Together, the items demonstrate the way the history of the Journal interweaves and connects with that of diverse people and communities throughout New Zealand and across the world. There is an underlying message that by looking to the past, people can understand their present and use this knowledge to plan for the future.

This edition of the *School Journal* also has links with special centenary editions of the other three parts of the Journal. Each of them has a version of the timeline that identifies some significant historic events over the Journal's first century. A poster incorporating elements of this timeline and accompanied by teachers' notes will be sent free to all schools (poster item no. 31980). There are also links with *A Nest of Singing Birds: 100 years of the New Zealand School Journal* by Gregory O'Brien, a book that celebrates the literary and artistic history of the Journal. A copy of this book will be sent free to all schools, and it will also be available for general sale.

You can use this Journal in many ways. Its primary purpose, as always, is to foster children's love of reading, to support them as they learn to make meaning and think critically when reading, and to stimulate learning in a variety of other subjects. This Journal has especially strong connections to social studies and, in particular, to the strand of Time, Continuity, and Change. We hope that it will be a springboard for historical inquiry, especially into the students' own family and community histories.

While reading these items, the students will encounter ideas, concepts, and historical language that may be unfamiliar and that will stimulate many questions. You may find that, initially, they need quite a bit of support as they engage with the items in this Journal, but this need should lessen as they become more familiar with the key concepts. By providing opportunities for the students to follow up their questions and ideas, you can engage them in rich and meaningful learning that may encompass several learning areas.

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Happy Birthday, School!

From *School Journal*, Part 2, Number 2, 2007

Waimana School, Gisborne, by Erin Te Pou and the children of Waimana School

Northland School, Wellington, by Rachel Hayward

Manurewa Central School, Manukau City, by Clare Scott

Overview

This article gathers together stories from three of New Zealand’s long-established schools. The Waimana School story describes the students’ feelings as they prepare for their school’s hundredth birthday, and the other stories report how the schools actually celebrated their birthdays.

Suggested Teaching Purpose

Based on the information I have about my students’ learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | | |
|---|---|
| • | To support the students in developing the comprehension strategies of identifying the main idea , analysing and synthesising, or making connections. |
|---|---|

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | | |
|---|--|
| • | The themes of history and celebration described from the perspectives of three different schools |
| • | The contrast between the first article, which conveys the personal voices and feelings of four students looking forward to their school’s centenary, and the other two articles, which are third-person reports of two other schools’ centenary celebrations |
| • | The similarities and differences between:
— the stories of the three schools
— the experiences of students in the past and in the present
— the readers’ experiences of school and those of the students in these three schools |
| • | The large amount of historical information in each of the articles |
| • | The use of a rhetorical question to engage interest in the third article. |

Readability

Noun frequency level: 8–9 years

What aspects relating to this text might constitute challenges for my students?

- | | |
|---|--|
| • | The mingling of te reo Māori and English |
| • | Colloquial expressions that might challenge some ESOL students include: “grub out”, “Yum”. |
| • | Words and concepts that some students may find challenging include: “native school”, “grub out”, “exercise drill”, “slates”, “copperplate writing”, “site”, “fifty pounds”, “traction engine”, “helium”. |

What prior knowledge would support my students in reading this text?

- | | |
|---|---|
| • | Their personal connections with their school and community |
| • | Their knowledge of their own school’s history |
| • | Their experiences of birthdays, anniversaries, jubilees, or centenaries |
| • | Their awareness of what school was like for people in the past. |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- | | |
|---|--|
| • | identify and discuss the main ideas about history, tradition, and celebrations; |
| • | make connections between these three stories and with other items in this Journal |
| • | make connections between this article and my feelings about my own school and community. |

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

- | | |
|---|---|
| • | Write “birthdays” in the centre of the board and discuss how the students celebrate their birthdays. “How could a school celebrate an important birthday?” Get the students to brainstorm their ideas about school birthday celebrations and record them on the board as a mind map. (Making connections; forming hypotheses) |
| • | Explain to the students that this article is about how three schools celebrate their centenary. Discuss what a “centenary” is. “What main changes would have taken place in those schools over one hundred years?” Record their ideas on a T-chart. (Making connections) |
| • | Clarify the learning outcome(s) with the students. |

During reading

- | | |
|---|---|
| • | You could use the ideas below to work through each of the school’s stories. Alternatively, you could conduct a jigsaw activity, with small groups reading and summarising one story each and then sharing what they learn with the wider group. (Summarising) |
| • | Ask the students to read page 7. Discuss the concept of a “native school”. (Making connections) |

Note: A parallel system of education operated in New Zealand from 1867 until 1969. Children could attend either a regular state school or a “native school”. Native schools were later known as “Māori schools”.

- | | |
|---|---|
| • | You could briefly discuss why the school buildings might have been moved. (Forming hypotheses) |
| • | Ask the students to finish reading the Waimana School story. |
| • | “What are some of the special features of Waimana School?” “What do you think is its most important feature for the children?” Discuss the responses, prompting the students to justify their reasons. (Identifying the main idea) |
| • | Discuss how the Waimana School students feel about their school and encourage your students to share their feelings about their own school. “What makes it special?” (Making connections) |
| • | Refer back to the mind map and use a coloured highlighter to mark any of the ideas that the Waimana children have also mentioned. (Testing hypotheses) |
| • | Ask the students to read page 9. Discuss what Northland School was like for its past students. “How does this compare with your classrooms today?” (Making connections) |
| • | Ask the students to read the rest of the Northland School story. “Do you think this was an appropriate celebration?” Discuss the reasons why the school chose to return to the past and the effect this may have had on the present-day students. Use a different colour to highlight the birthday celebration ideas that the students predicted. (Identifying the main idea; evaluating; testing hypotheses) |
| • | Ask the students to read page 11. Pause to check their understanding of any unfamiliar terms or concepts. Discuss the similarities and differences between the stories so far. (Identifying the main idea) |

- Finish reading the Manurewa Central School story and discuss the ways that the school celebrated its centenary. Use another highlighter colour to note any other correct predictions. (Identifying the main ideas; testing hypotheses)

After reading

- Review what actually happened at the celebrations, comparing this to the mind map, and note anything that the students hadn't thought of. (Testing hypotheses)
- Ask the students to share their ideas about what they think is the most important idea or theme of the whole article. "Why do you think that?" Encourage the students to think beyond the birthday party aspect and to explore the different roles that the schools have played in their communities over one hundred years. (Identifying the main idea)
- "Why were these schools selected for this Journal?" Draw out the idea of contrast. (Identifying the author's purpose; identifying the main idea)
- Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

- The students could draw up a list of questions they would want answered in researching the history of their own school, using, for example, the five Ws and one H structure (who, what, where, when, why, and how). Questions might include: "When and how did our school begin?", "What important things have happened here or in the world during the lifetime of our school?", and "What is the role of our school in the community?" They could seek answers by inviting long-serving teachers, parents, and ex-pupils to talk about their memories of the school and what has changed. (Asking questions)
- Consider ways your school could celebrate its own school centenary. "What would be an appropriate and special celebration for our school?" (Making connections; identifying the main idea)
- The students could create a time capsule, including artefacts from the present as well as from the past (for example, copies of old photos or copies of school magazines). It could also include oral histories from people who were involved in the school in the past, giving their own accounts of their school experiences. (Making connections; synthesising)
- The students could make connections between all the items in this Journal, looking for themes or ideas at a deeper level as well as noticing the surface similarities. (Making connections; analysing and synthesising; identifying the main idea)

Ninety-nine Not Out

by Julia Wall

From *School Journal*, Part 2, Number 2, 2007

Overview

Sydney Ward was born in the same year as the *School Journal*. This article presents an interview in which he talks about his life. His personal account of significant memories helps the reader to make sense of changes in New Zealand and in the Journal over the same period of time.

This item is relevant for students of a wide age range, encouraging them to reflect on their own lives and how they compare with those of older people.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | | |
|---|---|
| • | To support the students in developing the comprehension strategies of making connections , asking questions, or evaluating |
| • | To encourage the students to learn from older people about their lives. |

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | | |
|---|---|
| • | The simple structure of the text: after a brief introduction, it records Mr Ward's responses to a series of questions about his life |
| • | A text box that provides additional information to support understanding |
| • | The contrast between lifestyles and school experiences then and now, for example:
— travelling from Australia by boat
— shooting rabbits
— teachers caning students
— the Proficiency Certificate
— many students leaving school before high school |
| • | The use of open questions and a prompt ("Tell me about your family") |
| • | The combination of fact and opinion |
| • | The use of terms and concepts that are now unfamiliar or used in different ways: "yards" (instead of metres), "arithmetic", "proficiency" |
| • | The significance of the title: the link with the <i>School Journal</i> and the implied connection between the cricketing term used for the title and Mr Ward's interest in cricket. (You could point out to the students that the interview would have been carried out in 2006, when the Journal and Mr Ward were both ninety-nine.) |

Readability

Noun frequency level: 9–10 years

What aspects relating to this text might constitute challenges for my students?

- | | |
|---|--|
| • | The need to understand that this is a personal perspective on history and that there may be other points of view |
| • | The wealth of historical information |
| • | The different life and school experiences |

•	The older colloquial terms and vocabulary, including “athletics”, “Proficiency Certificate”, “corridor”, “apprentice”, “jewellery”, “working life”, “treacle”
•	Contemporary colloquial expressions that might be challenging for ESOL students include “sports-mad”, “I was always on the go!”, “playing up”, “showed real guts”.

What prior knowledge would support my students in reading this text?

•	Their familiarity with reading other oral histories and interviews or of talking to older people about their lives
•	Their familiarity with older issues of the <i>School Journal</i>
•	Their participation in similar activities, for example, playing sport and having a paper round.

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

•	use what I know about my own life to understand the lives of people in the past;
•	consider the questions that the author used for her interview and think about other questions that I would want to ask;
•	compare Mr Ward’s childhood and education with my own.

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

•	Look at the title and ask the students to suggest possible meanings. (Making connections)
•	“Why do you think this article has been included in this centenary Journal?” Ask the students to share their ideas about what life would have been like for Mr Ward when he was young. “How would it be different from our lives?” (Making connections; forming hypotheses)
•	Discuss what the first Journals looked like. Make use of the timeline in this Journal and <i>A Nest of Singing Birds: 100 years of the New Zealand School Journal</i> by Gregory O’Brien (Learning Media, 2007). (Making connections)
•	“What questions would you want to ask a person who was nearly one hundred years old?” Discuss the kinds of questions that would yield interesting information or facts. Record the students’ ideas so that they can later compare them to the questions the interviewer asked. Draw out the idea that, as the students read the article, they can be thinking about their own lives and what the comparisons might be. (Asking questions; making connections)
•	Ask the students to scan the article to get an impression of its overall format. “How will you know whether it is the interviewer or Mr Ward who is speaking?” (Analysing)
•	Clarify the learning outcome(s) with the students.

During reading

•	Give the students time to look at the photos and start making connections between how life was lived in the past and how it is lived today. As they read, they could fill in a chart (individually or in pairs) identifying the similarities and differences and the questions they would like to ask. You can model this by working through one or two examples.
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Similarities	Differences	My questions
Moved from Australia to New Zealand	Travelled by boat	“I wonder why they came to New Zealand?” “Why didn’t they fly?”

Loved sports	The “100 yards”	“How far is a ‘yard’?”
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Making connections; asking questions)

•	Invite the students to start reading. Be guided by them as to where to pause, using the ideas suggested below only if appropriate.
•	When the students read the boxed text, ask them why it is in this format. “What makes this information different?” (Analysing and synthesising)
•	“What happened if people didn’t pass their Proficiency Certificate?” “Do you think this was fair?” (Making connections; evaluating)
•	Point out the word “corridor” on page 30 and support the students to work out its meaning, using their prior knowledge and the context. “Why would they keep the Journals in the corridor?” (Making connections; inferring)
•	When the students have read the response to the statement “Tell me about your family”, point out that there are only four more questions to go. “How many of your own questions have been answered?” “What other questions would you like the interviewer to ask?” (Asking questions)
•	When the students read the question about how families were different, talk about the idea of “satisfaction”. “What is the contrast that Mr Ward makes?” “Do you agree with him that people were happier doing simpler things?” “Do you think it is true that families used to do more things together?” (Making connections; evaluating)
•	Discuss Mr Ward’s responses to the last question. “From what you’ve learned about Mr. Ward, is he serious or joking?” “What do you think the secret to living a long life might be?” (Evaluating)

After reading

•	Ask the students to compare their questions to the questions the interviewer asked. “Did she get the information you wanted?” “What other questions would you have asked?” (Asking questions; evaluating)
•	“Do you feel that the interviewer succeeded in giving you an insight into the past?” “How important is it to get this personal perspective on history?” “How effectively do you think the interviewer shifted the focus from the past to the present?” (Evaluating)
•	“What have you learned from Mr Ward’s story?” (Identifying main ideas; analysing and synthesising)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	Use images from the timeline in this Journal and from <i>A Nest of Singing Birds: 100 years of the New Zealand School Journal</i> to identify the most significant changes in the <i>School Journal</i> , from those published when Mr Ward was young to those we have now. Draw up a T-chart to show the differences between then and now. (Making connections; summarising)
•	The students could use the interviewer’s questions to interview an older person and then make up a T-chart to evaluate the similarities and differences between their younger days and the students’ own. The group could then agree upon big statements that generalise the contrasts they found. (Analysing and synthesising; identifying main ideas)
•	The students could make up a timeline with key events from Mr Ward’s life down one side and the key national and global events that he mentions down the other. They could build on this using the other items in this Journal and add to it during the year. (Making connections)
•	The students could follow up on a point of interest from Mr Ward’s story, for example, by finding out more about Sir Edmund Hillary or Jack Lovelock. (Making connections)

Pickled Thumb, Anyone?

by Pam Kessler

From *School Journal*, Part 2, Number 2, 2007

Overview

Danielle enjoys playing practical jokes, sneaking her great-great-grandfather's pickled thumb onto the dining table when her mother has guests. But at the same time, Danielle knows that the thumb is a symbol of a more serious "trick", played almost one hundred years ago, when her great-great-grandfather sacrificed his thumb for the sake of his family. This narrative, based on true events, also communicates important messages about the conditions endured by miners in the Martha gold and silver mine early last century and raises questions about whether there are situations in which dishonesty is justified.

The theme of honesty makes this text valuable for discussion with students at a higher reading age than that indicated below. The text can also be used to draw attention to students' own connections to the past and the value of sharing family stories through the generations.

Note that this may be a sensitive story for some students.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

•	To support the students in developing the comprehension strategies of evaluating , making connections, or inferring
•	To introduce the students to the concept of oral history
•	To encourage the students to conduct further research about working conditions in the past, especially in New Zealand's mining industry.

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

•	The circular structure of the story, which begins and ends with Danielle and the pickled thumb, and the story within the story
•	The humour of the present-day narrative, which contrasts with Poppa's serious and gruesome story
•	The historical information about New Zealand social history and the hardships of being a miner
•	The moral dilemma faced by Danielle's great-great-grandfather
•	The complexity of Danielle's feelings: missing her poppa, admiring her great-great-grandfather, and enjoying the humour of people's reactions to the thumb
•	The dramatic introductory phrase that takes the reader straight into the action
•	The large amount of reported speech
•	Poppa's storytelling skills and the use of vivid language, especially the verbs "rolling, crashing, and clanging"
•	The specialised meanings of some of the words in this context, for example, "cars", "line", "track", "shift"
•	The use of capital letters and the repetition of "An accident" on page 4 for emphasis.

Readability

Noun frequency level: 8.5–9.5 years

What aspects relating to this text might constitute challenges for my students?

•	The three contrasting time periods within the story
•	The concept of a pickled thumb
•	The colloquial expressions, which may be challenging for some ESOL students, including: “It was now or never”, “you get yourself down here”, “moved like lightning”
•	The information and vocabulary about mining
•	Words and concepts that some students may find challenging include: “pickled”, “slipped inside”, “special guests”, “sneaked”, “repaired”, “desperate”, “hatched”, “stage an accident”, “compensation”, “limb”, “blacked out”.

What prior knowledge would support my students in reading this text?

•	Their experiences of warm family relationships and the sharing of stories, customs, and possessions across generations
•	Their understanding of how an object or event can symbolise bigger ideas
•	Their ability to see two sides of a moral issue
•	Their knowledge of the early twentieth century and especially of conditions for working people
•	Their experiences of practical jokes.

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

•	use clues in the story to understand the characters’ relationships and feelings;
•	form and justify an opinion about the events and actions in the story;
•	make connections between the stories in this family and stories that have been passed down in my own family.

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

•	If the students have little knowledge about mining or about social conditions for working people in the early twentieth century, it may be helpful to build some prior knowledge before reading this text. Students could read the article “Digging for Gold” in SJ 1.4.03, which gives background information about the Martha gold and silver mine at Waihi. Te Ara (The Encyclopedia of New Zealand) has useful pages on gold and gold mining at www.teara.govt.nz/EarthSeaAndSky/MineralResources/GoldAndGoldMining/en and teachers could also visit the Waihi Museum website at www.waihimuseum.co.nz/ (Making connections)
•	Introduce the title and ask the students what it suggests to them about the story. Check that they know what a pickle is and perhaps give them a taste of a pickled onion or gherkin. (Making connections)
•	Explain that the text contains two linked stories and has different levels of meaning. At one level, the story is about families. Discuss any stories that have been passed down through the generations in the students’ families. (Making connections)
•	Explain that, at another level, this story is based on something that happened at the Martha gold and silver mine at Waihi. If necessary, introduce some background information and some of the mining terminology. (Making connections)
•	Clarify the learning outcome(s) with the students.

During reading

•	Read page 2 aloud to the students. Discuss what the girl is doing. “How does she feel about it?” “What do you think will happen?” Check that the students understand the concept of “special guests”. (Inferring)
•	Give out the Journals and have the students read page 3. “I wonder why her grandfather left the thumb to the girl and not to her mother.” (Inferring)
•	“Why do you think Mum didn’t like him telling Danielle the story?” “What clues are there about Danielle’s feelings?” (Inferring)
•	Ask the students to read to the end of paragraph three on page 4. “What problem did the narrator’s great-great-grandfather face?” If necessary, explain the concept of “compensation”. “Do you think Great-great-grandad should have done this?” (Evaluating; identifying the main ideas)
•	Ask the students to read to “for the next emergency” on page 5. “Was the plan a good one? Why or why not?” (Evaluation)
•	Discuss the friendship shown by the buddy. “Why did great-great-grandad need a friend to help him?” “How do you think the friend felt afterwards about what he had done?” (Inferring)
•	“The last part of the story moves away from the mine and returns to Danielle. When you read this section, try to work out how the author has managed to link these settings, moving from one time and place to another.” (Analysing and synthesising)

After reading

•	Clarify the meanings of new vocabulary with the students.
•	As a group, draw up a family tree diagram to clarify the connections between the generations. (Making connections)
•	Return to the question of why Danielle’s poppa gave her the thumb. Draw out the idea of connection – the sense that the thumb represents a part of her family history that he has shared with her. (Making connections; inferring)
•	“How do you feel about Danielle’s great-greatgrandad?” “What do you think about what he did?” (Evaluating)
•	Ask the students to line up on a continuum in response to the question, “Is it ever okay to lie or be dishonest?” Ask them to explain why they have chosen to stand where they are. Discuss the ways in which circumstances might justify actions: “Do you think that the ends can sometimes justify the means?” (Evaluating)
•	Ask the students to share their opinions of the ending. Discuss the circular structure of the story – the way the ending links back to the beginning. (Evaluating; analysing and synthesising)
•	Discuss the possible reasons for including this narrative in the centenary Journal. Draw out the connections between the Journal, with its long storytelling tradition, and oral history, which is about telling stories from the past. (Making connections)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	Read other stories within stories. <i>School Journal</i> examples include “The Whale Child” by Elizabeth Pulford, 2.4.05, and “Great-grandpa” by Sue Gibbison, 2.1.06. (Making connections)
•	Use this text as a springboard for sharing family stories. Encourage the students to share their stories about people and artefacts within their own families. You could use the article “Family Treasures” in SJ 1.3.07 as a starting point. (Making connections)

	<ul style="list-style-type: none"> • Have the students make connections to the wider story of what was taking place in New Zealand or the world at that time. They could select one of the events listed in the timeline “The Journal’s Century” and record a related story from their own family’s history. (Making connections)
	<ul style="list-style-type: none"> • Use the text as a basis for persuasive writing or for conducting debates on other significant moral issues suggested by the students. (Making connections; analysing and synthesising; evaluating)
	<ul style="list-style-type: none"> • The students could conduct an enquiry into an aspect of social history, perhaps focusing on the stories of gold or coal miners. They could get some of their information from the websites for Te Ara and the Waihi Museum. (Making connections)
	<ul style="list-style-type: none"> • Note: Some students may have seen the pickled thumb at the Waihi Museum. If not, you may like to give them the opportunity to see the photograph on the museum website (in the “schools” section), but use your judgment as to whether this is appropriate for your students. (Making connections)

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Rising Tides

by Wilson Cowie

From *School Journal*, Part 2, Number 2, 2007

Overview

This poem was the winning entry in a children’s writing competition organised as part of the *School Journal* Centenary. The eight-year-old writer evokes images of time and tide to convey the message that, in a constantly changing world, there are natural cycles that we can rely on to remain the same.

The layers of meaning within this poem make it challenging and open to interpretation. This is likely to stimulate lively discussion and makes it suitable for use with students at a wide range of reading levels.

In the context of this Journal, this poem is the only item focused on the future, though it retains a sense of continuity with the past and the present.

Suggested Teaching Purpose

Based on the information I have about my students’ learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | |
|--|
| • To support the students in developing the comprehension strategies of making connections, inferring , identifying the author’s purpose, analysing and synthesising, or visualising. |
|--|

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | |
|---|
| • The positive message about the way time moves on but the cycles of nature continue |
| • The connection to the social studies strand of Time, Continuity, and Change |
| • The sequence of time over the course of a day |
| • The introduction of “wind” and the change of setting in the final stanza, implying that the cycle of nature is connected not only to natural settings |
| • The personification of the tides, which “get romantic with the sand” and “give the sand a gift”, and of the wind, which “slowly whispers” |
| • The use of alliteration: “rise” and “romantic”, “rain” and “raise”, “wind still slowly whispers” |
| • The use of onomatopoeia: “whispers” |
| • The repeated pattern of the first two lines in each stanza |
| • The repetition of “still”, which suggests the idea of constancy. |

Readability

What aspects relating to this text might constitute challenges for my students?

- | |
|--|
| • The need to infer meaning, for example, “give the sand a gift” |
| • The possessive apostrophe for “years” |
| • Words and concepts that some students may find challenging include: “romantic”, “still lower”, “whispers”. |

What prior knowledge would support my students in reading this text?

- | |
|---|
| • Their understanding of the ways that ideas can be conveyed through poetry |
| • Their experiences of the beach and understanding of tidal changes |
| • Their awareness of the cycles of nature. |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- | | |
|---|--|
| • | use clues from the images in the poem to help me make inferences about the author's purpose; |
| • | use the images and words, and what I know about the sea, to create pictures in my head. |

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

- | | |
|---|---|
| • | Introduce the title of the poem and the name of the writer. You may like to explain to the students that Wilson won a <i>School Journal</i> children's writing competition and, in fact, was only seven when he wrote the poem. |
| • | Ask the students to share their experiences of the beach and their observations of the tides. Introduce the terms "lower" and "rise". Discuss other things in nature that are repeated and predictable. Ideas could include life cycles, seasons, day and night, or phases of the moon. (Making connections) |
| • | "How could a poem get across a message about the predictability of nature?" Explain that this poem uses a "show, don't tell" approach. Ask the students what poetic features the writer might use to get his ideas across to his readers without stating them explicitly. (Inferring; analysing and synthesising) |
| • | Clarify the learning outcome(s) with the students. |

During reading

- | | |
|---|---|
| • | Ask the students to shut their eyes as you read the poem aloud to them. Ask them to think, pair, and share the pictures it creates in their heads. (Visualising) |
| • | Display the poem on a chart or OHT and briefly talk about its shape and where the breaks are. Using a shared reading approach, work through the poem, reading each stanza to the students and then discussing it. Focus their attention on the way the writer has created a series of images and encourage them to talk about why he might have done this. Note their ideas on the chart. (Inferring; identifying the author's purpose) |

After reading

- | | |
|---|---|
| • | Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out. |
| • | Ask the students to reread the poem by themselves and then ask "What do you think the poem is really about? What did the writer want us to think about?" (Inferring; identifying the author's purpose) |
| • | Discuss how the writer creates links between the stanzas. "What is different about the last stanza?" Discuss possible interpretations of why the writer has introduced these ideas into the last stanza. (For example, back in town after a day at the beach, he hears the wind whispering like the sea and realises that nature is everywhere.) (Analysing and synthesising; identifying the author's purpose) |
| • | Work with the students to create a PMI (plus, minus, interesting) chart for the poem. Use this to consider whether the writer got his message across effectively and then agree upon a joint concluding statement for the chart. (Identifying the author's purpose; evaluating) |
| • | Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions. |

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	The students could work in pairs to read the poem aloud to each other, practising reading with fluency and expression.
•	The students could debate whether nature is always predictable. (Evaluating)
•	The students could create a comparison chart to identify what they think is or is not predictable in today's world and to make predictions for the future. (Analysing and synthesising)
•	Read other <i>School Journal</i> poems related to the sea or to change over time, including "Seasons" by David Hill, 2.4.05; "Changing Landscapes" by Desna Wallace, 2.1.07; and "Sand" by Emma Jean Finch, 1.5.05. (Making connections)
•	Read other poems written by young people, for example, poems in the Journal of Young People's Writing or Laura Ranger's poems in SJ 2.2.93 and in <i>Laura's Poems</i> (Godwit, 1995).

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The Journal's Century

From *School Journal*, Part 1, Number 3, 2007

Overview

The images and text in this timeline (and similar timelines in the other three centenary Journals) provide a brief overview of some selected events during the *School Journal's* one-hundred-year history. A poster that brings together elements from each of the four timelines is being distributed free to all schools and is accompanied by teachers' notes. Selected Journal covers from each decade provide opportunities for discussing changes in design, layout, and illustration. The timelines are intended as springboards for rich discussion and learning in social studies as well as in English. In particular, you can use them to draw out the connections between events at the individual, local, national, and global levels of community and between the past, present, and future. As the events in the timeline are diverse and likely to raise a lot of questions, you may want to use only part of the text with your students.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | | |
|---|---|
| • | To support the students in developing the comprehension strategies of making connections , asking questions, and evaluating ideas and information. |
| • | To introduce important events from the past century. |

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | | |
|---|---|
| • | The timeline format, which includes the use of decades and years in chronological order, words, and graphic images |
| • | The value judgment in the first paragraph
– “Here are a few important events” (that is, the idea of what events are important is relative) |
| • | The diversity of the events and absence of a connecting theme |
| • | The numerous names of people and places, many of them specific to New Zealand |
| • | The supportive illustrations and photographs. |

Readability

What aspects relating to this text might constitute challenges for my students?

- | | |
|---|--|
| • | The brevity of the information about the events, including abbreviated terms (“the Tasman”) |
| • | The fact that most of the events are outside the students' experience |
| • | The notion of the enormity and impact of the events – for example, understanding what 256 people dying in an earthquake actually means |
| • | The number of proper nouns |
| • | Particular words and concepts, including “Main Trunk Line”, “School Dental Nurse scheme”, “pedestrian”, “Ballantynes”, “Tangiwai”, “assassinated”, “Te Arikiniui Dame Te Ātairangikaahu”, “population”, “Kura kaupapa Māori”, “state education system”, “withdrawn”. |

What prior knowledge would support my students in reading this text?

- | | |
|---|---|
| • | Their familiarity with timelines and with the concepts of centuries and decades |
| • | Their knowledge of New Zealand history and place names. |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- | | |
|---|--|
| • | use what I already know about timelines and important events to help me understand this article; |
| • | ask questions to help me understand the events on the timeline and why they were chosen; |
| • | give my opinion of the choice of events and of their importance. |

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

- | | |
|---|---|
| • | “What important events have happened in your lives?” Have the students share their ideas in pairs. If necessary, model some possibilities, for example, a birthday, a trip somewhere special, the death of a loved one, or passing a test. (Making connections) |
| • | Discuss what the students know about timelines and their uses. If possible, show them some examples and discuss and review their features. (Making connections) |
| • | Bring together the concept of important events and the timeline format to discuss the kinds of events that could be included on a timeline for New Zealand over the past one hundred years. Encourage the students to use their own knowledge of history to suggest events. You could record their suggestions on the board and discuss the reasons the students think the events they suggest are important. (Making connection; evaluating) |
| • | Clarify the learning outcome(s) with the students. |

During reading

- | | |
|---|---|
| • | Use your knowledge of your students to select what part(s) of the timeline you will focus on. To help them access the information, you could work backwards from the present day. Model how to make connections that will help them to understand the text, such as: “This is around now, and this is when you were born. This is when I was your age. This is around the time your grandparents were your age.” (Making connections) |
| • | Have the students read the text decade by decade and discuss the students’ connections and questions as you go. “As we read, let me know if you have questions about the events.” We suggest that you do this orally, breaking it up over two or more sessions if necessary. You may wish to write some questions on the board for further discussion or research. (Making connections; asking questions) |
| • | “If you’re not sure what a word means, remember to look for clues in the illustrations or photographs.” |

After reading

- | | |
|---|---|
| • | Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out. |
| • | “Why do the timeline entries tell you only a tiny part of the story?” Discuss the purpose of a timeline. You could explore how the entries are similar to newspaper headlines in their brevity. (Making connections) |
| • | Refer to the introduction, which prompts the students to do some research. Introduce the concept of using focus questions to find out more information. Have them experiment with phrasing their questions as open questions – that is, in a way that will help with further research. (Asking questions) |
| • | The students could make comparisons between the events and even categorise them, for example, into wars, disasters, engineering feats, and so on. They could also make comparisons between events on the timeline and current events, for example, between the population of New Zealand in 1973 and the population now. (Making connections; analysing and synthesising) |

•	Discuss why these events might have been selected. Point out that many other important events have occurred over the last century. “Are all the events in the timeline equally important?” “Are there any events you think shouldn’t (or should) be there? What are your reasons?” Have the students arrange the events, or a selection of them, in order of importance. (Evaluating)
•	The students could share their opinions of specific events, for example, the introduction of colour television, kura kaupapa Māori, Sunday shopping, or smokefree workplaces. “Do you think these events were good or bad? Why do you think this?” “How do you think they changed our lives? How would things have been different before them?” (Evaluating)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	The students could research an event of their choice, focusing on aspects such as why it happened and what impact it had on New Zealanders. This research could involve interviewing someone who lived through the event. (Asking questions)
•	Have the students create timelines of important events in their own lives over the past month, year, or longer. (Making connections)
•	The students could compare this text with other timelines from the centenary <i>School Journals</i> (Part 2, 3, and 4) or the centenary poster. (Making connections)

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The Perfect Birthday Present

by Philippa Werry

From *School Journal*, Part 2, Number 2, 2007

Overview

This satirical play begins with two shop assistants worrying that their shop will close for lack of business. Their hopes are raised when the Richest Man in the World brings his daughter in to buy her a birthday present. But what do you give the Richest Girl in the World that she doesn't already have? The twist at the end of the play is especially appropriate for the centenary issue of the *School Journal* – a publication whose mission is to foster a love of reading.

The simple stage directions and lively dialogue make this play suitable for less confident readers and for focusing on the use of expressive oral language.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | | |
|---|---|
| • | To support the students in developing the comprehension strategies of making connections, forming and testing hypotheses, analysing and synthesising , or evaluating |
| • | To support the students in learning to read aloud with pace, fluency, and expression. |

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | | |
|---|--|
| • | The conventions of a play, including a list of characters in upper-case letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character |
| • | The structure of the play as a narrative with a setting, characters, a problem, and a resolution |
| • | The themes that money can't necessarily buy happiness and that reading books is fun and worthwhile |
| • | The connection to the birthday theme of this Journal |
| • | The humour, including:
— the satirical stereotyping of rich people
— the juxtaposition of the "serious characters" (the shop assistants) and the humorous ones
— Ritzia's failure to recognise a book
— the pun in the name "Ritzia" |
| • | The shop assistants' use of persuasive language and the language of advertising, for example, "inspirational", "educational", "trendsetting", "ultimate teaching tool", "Fully interactive", "fully portable", "access it at any location". |

Readability

Noun frequency level: 8.5–9.5 years

What aspects relating to this text might constitute challenges for my students?

- | | |
|---|---|
| • | The concept of having so much money and of it meaning so little |
| • | Colloquial expressions that may be challenging for some ESOL students include: "pick up", "go broke", "limo", "bit of a rush", "it's such a pain" |

- Words and concepts that some students may find challenging include: “range”, “stationery”, “secretary”, “sweeps in”, “autographs”, “inspirational”, “trendsetting”, “designer clothes”, “modelled”, “spelling bee”, “private tutors”, “karaoke”, “recording studio”, “remote-controlled flying saucer”, “Latest release”, “Fully interactive”, “fully portable”, “access it at any location”.

What prior knowledge would support my students in reading this text?

- Their familiarity with the conventions of plays
- Their familiarity with stereotypes about rich people and celebrities.

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- use my own experiences about birthday presents and my knowledge of narrative structure to help me predict what will happen in this play;
- explain why I think the author wrote the play and what she thinks might be the perfect birthday present;
- form an opinion about the characters from their behaviour and dialogue.

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

- Introduce the title and ask the students what they think the perfect birthday present would be and why. (Making connections)
- Tell the students you have a humorous play for them to read about the richest man in the world. “Imagine you were the richest girl or boy in the world. What would you want for your birthday?” (Visualising)
- “This play uses stereotypes to create humour. What would a stereotype of a rich person be like?” (Making connections; analysing and synthesising)
- Look at the setting and the list of characters with the students. Drawing on the discussion about stereotypes, encourage them to predict how each character would speak and behave and to explain why they think that. You could create a chart to note down key words about the characters and add to this during the reading. (Making connections; forming hypotheses)
- Clarify the learning outcome(s) with the students.

During reading

- Explain that you want the students to read and discuss the whole play before you assign individual roles. Ask the students to read page 23. Discuss why it would be the secretary on the phone. (Forming hypotheses; analysing and synthesising)
- Draw on the students’ knowledge of narrative structure. “What does the problem seem to be?” Encourage them to predict what complications might occur. (Making connections; forming hypotheses)
- Ask the students to read page 24. Discuss the way the richest man “sweeps in” and what that shows about his character. (Analysing and synthesising)
- Have the students think, pair, and share about the problem from the perspectives of the father and the daughter. “What sort of present might the father be looking for?” “What might the girl be looking for?” (Inferring)
- Encourage them to predict how the assistants could resolve this. “How do you think the play might end?” (Forming hypotheses)
- Ask the students to read to the end of the play and review their predictions. (Testing hypotheses)

After reading

•	Briefly discuss any words or phrases that the students found particularly interesting and the strategies they used (or could have used) to work them out. If the students haven't already noticed it, draw attention to the pun on the daughter's name and, if necessary, explain what the "Ritz" is and what "ritzier" means.
•	Discuss the way the assistants "sold" the book to Ritzia and her father, focusing on the use of persuasive language. Draw out the way the assistants were able to work out what their customers wanted and were able to "press their buttons". "Is this a win-win situation for Ritzia, her father, and the assistants?" (Analysing and synthesising; evaluating)
•	Discuss the characterisation of Ritzia and her father. Ask the students to find clues in the text to support their ideas. Draw out the features of the rich people's stereotypes and the way these contrast with the characterisation of the shop assistants, who play the "straight guys" with whom the reader identifies. (Evaluating; analysing and synthesising)
•	Ask the students to think, pair, and share their thoughts about why the author might have written this play and what she might think about rich people like Ritzia and her father. (Identifying the author's purpose and point of view)
•	"Why do you think this play was included in the centennial issue of the <i>School Journal</i> ?" Draw out the birthday connection and the underlying theme of the value of books and reading. (Making connections)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	Ask the students to work in pairs to choose a character and to think about how the author conveyed his or her characteristics to the reader. Prompt them to look for clues in the dialogue and stage directions. Have the students draw the character and record evidence from the text, using speech or thought bubbles. The students can then add their own words to describe the character based on evidence they have found. (Analysing and synthesising; inferring)
•	Talk about what book the students would give Ritzia if they wanted to get her hooked on reading. (Making connections)
•	Ask the students to work in pairs to show each other how they would perform selected parts of the play, for example, the phone conversation, the richest man sweeping in, or the assistants' realisation that they could sell Ritzia a book. (Analysing and synthesising)
•	The students could perform the play, focusing on using their voices to convey the characters' personalities. (Analysing and synthesising)
•	The students could use words from the text to create an advertisement for books in general. (Making connections; analysing and synthesising)

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