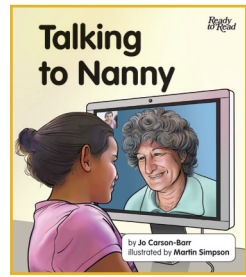


# Talking to Nanny

by Jo Carson-Barr  
illustrated by Martin Simpson

This text is levelled at Yellow 1.



## Overview

Aroha misses her nanny very much but lives too far away to go and visit her. Instead, her mum sets up the computer so that Aroha and Nanny can use the Internet to see and talk to each other.

Students can make connections to their own experiences of using communication technology and/or keeping in touch with friends or family members who live far away. They will need to make inferences and summarise in order to clarify their understanding. This text also encourages students to think critically and evaluate the solution to the problem.

This text supports the development of a self-improving reading process. It requires students to “search for and use interrelated sources of information (semantic, syntactic, and visual and grapho-phonetic)” and to monitor their reading and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (both from *The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the Ready to Read CD *Readalong 2011*. Before using this text, you may wish to listen to the CD so that you can support your students with the pronunciation of the Māori vocabulary.

## Related texts

- Texts that feature grandparents: *Number 10 Tāwai Crescent*, *Nanny* poem card (shared texts); *Lāvalava*, *Time for Bed* (Red); *Grandpa's Birthday*, *A Busy Week* (Yellow); *Going to Grandpa's* (Blue)
- Texts that feature the use of communication technology: *Happy Birthday* (Red), *Where is Aunty?* (Yellow)
- Texts that include the use of the pronouns “she” or “he”: *Smokey*, *Time for Bed*, *Lāvalava*, *Shoes for the King* (all Red), *Where is Aunty?* (Yellow).

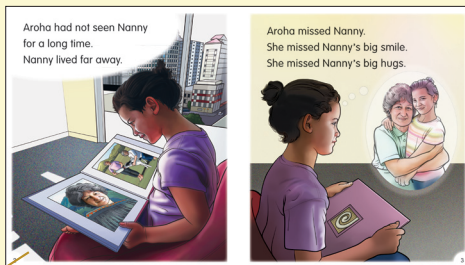
## Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

## Cross-curriculum links

Health and physical education (level 1, relationships)  
– Explore and share ideas about relationships with other people.

The familiar context of having relatives who live far away and the familiar home setting



Some regular verbs (“lived”, “lives”, “missed”, “love”, “talk”, “talked” “talking”) that require students to attend to common inflections

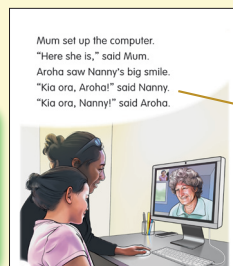
Specific challenges that require students to monitor their reading, for example: the need to attend closely to print and use knowledge of language structure on page 3 in order to clarify that “She” refers to Aroha; tracking the speech marks to clarify who is speaking; and using the illustrations and their knowledge of language structure to confirm their attempts at interest words

Opportunities for students to make inferences, for example, about the warm relationship between Aroha and Nanny and about what Aroha is thinking and how she feels, and to summarise the main points on each page

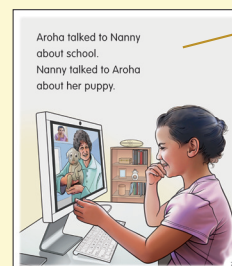
The use of the pronoun “She” to refer to Aroha on page 3 and “she” to refer to Nanny on page 6

The visual language feature (the thought bubble) to support meaning

A range of punctuation, including speech marks, commas, a question mark (page 4), exclamation marks, and possessive apostrophes, to support phrasing, intonation, and meaning



The inclusion of dialogue, which features the Māori phrases “Kia ora” and “Ka kite” and the contraction “It’s” (page 8) to support meaning



Sentences that run over more than one line but do not split phrases, supporting phrased reading and return sweep

To support word recognition:

- many high-frequency words, for example, “a”, “and”, “big”, “Can”, “can”, “for”, “go”, “her”, “Here”, “I”, “is”, “It’s”, “Mum”, “not”, “on”, “said”, “saw”, “see”, “She”, “she”, “the”, “to”, “up”, “we”, “you”
- interest words that are likely to be in a reader’s oral vocabulary and are strongly supported by the context or illustrations, for example, “Bye”, “computer”, “far”, “hugs”, “Ka kite”, “Kia ora”, “love”, “missed”, “puppy”, “set up”, “school”, “smile”.

## A suggested reading purpose

To find out about how Aroha and her nanny talk to each other even though Nanny lives far away and to decide if this is a good solution to the problem

## Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*. **Select and adapt** from them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections to their own experiences and use information in the text and illustrations to make inferences about what is happening and the feelings of the characters
- make meaning by drawing on more than one source of information, for example, semantic information (the context and/or the illustrations); structural information (sentence structure and word order); and visual information (including grapho-phonetic information and punctuation)
- summarise the main points and use their summary to evaluate the use of the computer to solve the problem
- notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them.

## Introducing the text

- If you know that your students have no experience of talking with people by using a computer, arrange to use it with the students before reading the story.
- Ask students about how people keep in touch. Brainstorm types of communication, for example, letters, postcards, emails, texting, and phones. You could discuss and record some features of each type, for example, using writing, speaking, pictures.

- Discuss the cover illustration and encourage the students to make inferences about who the people are and what they are doing. Read the title to confirm or clarify.
- Guide the students into the main idea of the story: *Why is the girl talking to her nanny on the computer? Why doesn't she just go and visit her?*
- Encourage the students to share their own experiences of using computers (for example, email) to communicate with family members or friends who live far away. *What do you talk to them about? How does it feel to have them so far away?*
- Reread the title on the title page and the names of the author and the illustrator.
- Focus on the illustration of the photo album and discuss why people keep photos.
- Prompt the students to use the photos to make inferences about the sorts of things the girl and her nanny liked to do together and how they feel about each other. *How do you know they are happy? Why does the girl want to talk to Nanny?* If students need language support with describing feelings, use cards with images showing basic emotions and the appropriate label for each one. Have the students say the words (happy, sad, loving, excited, and so on) as they see the cards, giving students plenty of opportunities to hear and say the words and then see them written.
- Share the reading purpose.

## Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select and adapt** from the suggestions, according to your students’ needs and experiences.

**The students respond to the text by making connections to their own experiences and using information in the text and illustrations to make inferences about what’s happening and the feelings of the characters. They verbally summarise the main points.**

**The students make meaning by drawing on more than one source of information.**

- **Pages 2 and 3** – Discuss the illustrations. *What is the girl thinking about?* Listen to the students read page 2 quietly to themselves. If necessary, support them with decoding “A-ro-ha”, modelling the correct pronunciation.

- Notice how they attend to visual information. If necessary, prompt them to recall the introductory discussion to support them with the concepts of “a long time” and “far away”. If they struggle with the structure of the opening sentence, model your processing, drawing out the sounds within some of the less familiar words and occasionally repeating them: *Aroha h-ad not see-n – had not seen Nanny for a l-on-g t-ime*. Model rereading the sentence to check if it sounds right.
- **Page 3** – Have another brief discussion about the thought bubble to support the students with “missed”, then listen to them read.
- Briefly explain the purpose of the possessive apostrophe in “Nanny’s”.
- Take some time to review what the students have found out so far. *What’s the problem? What does Aroha want to do?*
- **Pages 4 and 5** – Briefly discuss the illustration. *Who’s this? Draw attention to the punctuation in the first line. I see speech marks and a question mark here, so I know that someone is going to ask a question.*
- Listen to the students read. Expect them to use visual information and to make connections to the introductory discussion and the illustration to work out Mum’s suggestion.
- Check that they notice the “s” ending in “lives” (rather than “lived” as on page 2), using structure and visual information to confirm. If necessary, prompt them to reread the sentence to check that it sounds right.
- Review (summarise) what has happened on this page. *What did Aroha want? What did Mum suggest?*
- Encourage the students to form hypotheses: *Will Mum’s idea solve the problem?*
- **Pages 6 and 7** – Allow time to discuss the illustrations and infer (from the fact that they’re all smiling) that this was a good idea. Have the students read page 6.
- Expect them to use visual information and language knowledge (familiarity with the phrase “set up”) to work out “set”. For English language learners, you may need to clarify the meaning of the phrasal verb “set up”. Demonstrate by getting the computer ready and saying “set up the computer”.
- If the students are not familiar with “Kia ora” in its written form, prompt them to make connections to their oral language knowledge: *What do we say in Māori when we say hello?*
- **Page 7** – *Read this page to find out what they are talking about.* Listen in as the students read, noting how they manage the interest words, for example,

if they check with the illustrations for the word “puppy”. Briefly discuss what the students did, for example, *What helped you? How did you know you were right? Or, Why did you change that?*

- **Page 8** – Discuss the illustration and prepare them for Mum’s dialogue: *Why are they waving?*
- Listen to the students read, noting how they work out “time”. Encourage them to run their finger underneath the word to read the sounds in order.
- Provide support for the Māori phrases: *If they say “Kia ora” when they say “hello”, what will they say when they say goodbye?* If necessary, support the students to identify how “ki-te” sounds compared to the English word “kite”.
- Encourage the students to make inferences about how Aroha (and the other characters) are feeling now. If possible, give English language learners the opportunity to discuss this in their first language. To support students in expressing their ideas in English, refer back to the language for describing feelings that you talked about before reading.

**The students use their summary to help them evaluate (think critically about) the use of the computer to solve the problem.**

- Remind the students of the reading purpose.
- Together, reread pages 2–4 to identify the main points about Aroha’s problem (why she’s feeling sad).
- Set up a chart, such as the one below, to record their ideas.
- Refer to the chart to review what Aroha wants, then ask the students to consider if the computer is a good solution to Aroha’s problem. *Did talking on the computer solve the problem? Was it better than talking on the telephone? Or using email?* Encourage the students to share their ideas and record them on the chart. A possible example is provided below.

What is Aroha’s problem?	How does talking to Nanny on the computer help to solve the problem?
She misses Nanny’s smiles.	She can see her smile.
She misses Nanny’s hugs.	She can’t get a hug.
She wants to go and see Nanny.	She can see her on the computer and hear her talk.
	She can find out what Nanny’s been doing. She can tell Nanny what she’s been doing.
She’s feeling sad.	She’s very happy when she’s talking to Nanny on the computer. But then she has to say goodbye.

**The students notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them, for example, by rereading from the beginning of the sentence.**

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as the students reread the text quietly to themselves. Listen in, providing feedback and making notes about aspects that may need further attention.
- When students make an error, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, *You said, "She misses Nanny's big smile." Have another look at the end of that word ("missed").* Or if the student reads "put" for "set" on page 6, prompt them to have another look at the word: *Does that look right to you?*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

## After reading: practice and reinforcement

After-reading tasks should arise from monitoring of the students' needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students' own writing, oral language, handwriting, and alphabet and word games and activities) and other curriculum areas.

**Select and adapt** from these suggestions, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation to support phrasing and expression.

- Reread pages 4 to 8, focusing on the dialogue. Draw attention to the use of speech marks (and "said") so that the students can track who says what.
- Reinforce the comprehension strategy of summarising. Reread the story, creating a simple oral summary sentence together for each page, for example: "Aroha looked at the photos." "She missed Nanny." "Aroha asked Mum if they could visit Nanny." "Mum set up the computer." "They talked on the computer." "They said ka kite." Then have the students work in pairs to write their own summary sentence for one or two selected pages.
- Reread the pages in the text that contain Māori phrases. Start a class chart of the written forms of Māori words and phrases that you use often in the classroom.
- Ask the students to bring a photo or draw a picture of someone who is special to them and write a sentence or two about them, for example, "This is my Uncle Cody. I talk to him about cars." Or "My Nanny lives in the next street. We visit her every day." Provide a writing frame for students who need more support. Orally share two sentences about a relative. Write your sentences on the whiteboard. Erase parts of the sentences (one or two words or whole phrases, depending on the needs of your students). Model how to fill the erased parts in with different words about another relative. Have students use the frame to help them make sentences about their relatives.
- Write "talk", "talked", and "talking" on the whiteboard and reread the sentences where they appear in the text. Revisit page 3. Then write the word "missed", identifying the root word and then adding "ing". Use the words orally in sentences. You could repeat the activity with other common verbs such as "look", "play", and "jump". (If you choose to do it with "lived" and "lives", you will need to draw attention to the removal of the "e" before adding "ing".) Write the word families on cards for the students to use for word-sorting activities.