

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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Don't Miss the Bus!

by Philippa Werry

From *School Journal*, Part 1, Number 1, 2006

Overview

This recount describes a walking school bus making its way to a Wellington school. Two text boxes explain what a walking school bus is and list its advantages.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is listed below.

- | |
|--|
| • To support the students in developing the comprehension strategies of making connections, asking questions , identifying the author's point of view, or evaluating. |
|--|

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 three different sections of text: |
| –the recount, which shows what a walking school bus is like |
| –the text box that describes the characteristics of a walking school bus |
| –the text box that includes children's comments about the walking school bus. |
| • The author's positive point of view, which is conveyed through direct statements and through her inclusion of the children's comments |
| • The analogy of a "bus", with a "driver", "passengers", "bus stops", and "tickets" |
| • The strong messages about safety that are implicit in the text |
| • The links to other issues, for example, the environment and fitness |
| • The use of inverted commas to denote this use of imagery |
| • The use of the third person in the recount and the first text box and the first person plural for the second text box |
| • The different ways the present tense is used in the recount and in the text boxes |
| • The use of colloquial expressions. |

Readability

Noun frequency level: 7–8 years

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

- | |
|--|
| • The concept of a "bus" that is not a vehicle and "passengers" and "drivers" who walk |
| • The children's names |
| • The colloquial expressions, for example, "pile out" and "heading off", which may be challenging for some ESOL students |
| • Words and concepts that some students may find challenging include: "walking school bus", "smart pace", "dawdle", "picks up", "passengers", "traffic lights", "pedestrian crossings", "blind spots", "active", "volunteer", "run". |

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

- | |
|--|
| • Their own experiences of travelling to school |
| • Their experiences with using buses and being a passenger |
| • Their familiarity with road safety issues |

- Their experiences of using text boxes to clarify meaning.

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

I will be able to:

- use what I know about how people get to school to help me understand the article
- ask questions while I am reading to help me to understand the ideas in the article
- discuss the way the author’s point of view is shown in the article
- form and discuss my own point of view about the topic.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

- Discuss the different ways the students come to school. Talk about the benefits of walking and the safety rules they need to follow. Discuss coming to school by bus. Use the discussion as an opportunity to introduce some of the vocabulary in the text. (Making connections)
- Explain that they are going to read a text about a group of students who wanted to walk to school, but their parents couldn’t supervise them every day. Discuss the questions they have about the students’ problem and how it could be solved. “How far do they have to walk?” “How could they walk to school safely?” (Asking questions; forming hypotheses)
- Share the teaching purpose and learning outcome with the students without giving away the meaning of the term “walking school bus”.

During reading

- Ask the students to read the first paragraph and then to discuss any questions they have, for example, what a “walking school bus” might be. Tell them that asking questions as they read can help them to understand a text. Encourage them to continue thinking of questions as they read to the end of page 4. “Did you find the answers to your questions in the text?” (Asking questions)
- Tell the students to reread the text box on page 4 carefully and then discuss the bus analogy. Encourage them to compare what they know about real buses with this description of the walking bus. Discuss any questions they have about the idea of a walking bus. “What would the arrival of the walking school bus look like compared to the arrival of a real bus?” (Making connections; asking questions)
- Point out the inverted commas in the text box and explain that the author has included them as a signal that these words are used in a way that is not quite as you would expect. (Analysing)
- Discuss the benefits of a walking school bus and list the students’ ideas on the board. Ask them to read the text box on page 5 and compare their ideas with those listed in the text. “Do you have any more questions about the walking school bus?” (Asking questions)

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.
- “Now that you have read the article, what do you think the author thinks about walking school buses?” “How do you know?” (Identifying the author’s point of view)

- Talk briefly about opinions and compare them with facts. Discuss the way people can have different opinions on a topic and how this can come through in their writing. Explain that when an author expresses an opinion, the readers need to decide whether they agree. Ask the students to discuss their opinions about walking school buses in the group and to give reasons for their opinions. (Evaluating)
- “Would a walking school bus be good at our school?” You could ask the students to work in pairs to create a piece of expository writing explaining their opinion, or you could ask each student to fill in a copy of the following chart.

Walking School Buses

The author thinks ...	I think ...
...because	...because
(Identifying the author’s point of view; evaluating)	
<ul style="list-style-type: none"> • Discuss the structure of the text and how the students might use it in their own writing. (Analysing and synthesising) 	
<ul style="list-style-type: none"> • Reflect with the students on how well the learning outcome has 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?

- Draw up a questionnaire that the students can use to find out if there is a need for a walking school bus in their school.

Eating Worms

by Christine Larsen

From *School Journal*, Part 1, Number 1, 2006

Overview

The narrator of this story is looking forward to a sleepover at a friend's house, but he is anxious about the family's eating habits. His fears are confirmed when he is offered frogs' egg pudding for dessert. Finally, at the end of his stay, Danny's father lets him in on the family joke.

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.

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|--|
| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of forming hypotheses, making connections, analysing and synthesising, or inferring. |
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Features of the Text to Consider in Context

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

- | |
|---|
| <ul style="list-style-type: none">The structure of the narrative, with a setting, characters, a problem, and a resolution |
| <ul style="list-style-type: none">The use of the first person |
| <ul style="list-style-type: none">The use of the present tense |
| <ul style="list-style-type: none">The humour of the narrator's failure to understand the food jokes |
| <ul style="list-style-type: none">The clues that may allow the reader to catch on to the joke before the narrator does |
| <ul style="list-style-type: none">The names the family has made up for food: "worms on toast", "frogs' egg pudding", "mouse traps", "squashed fly biscuits" |
| <ul style="list-style-type: none">The vivid descriptions of food and of how the narrator is feeling |
| <ul style="list-style-type: none">The dramatic first sentence |
| <ul style="list-style-type: none">The use of repetition and capital letters ("NO WAY!") for emphasis |
| <ul style="list-style-type: none">The use of colloquial language. |

Readability

Noun frequency level: 8.5–9.5 years

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

- | |
|---|
| <ul style="list-style-type: none">The need to infer meaning to get the joke |
| <ul style="list-style-type: none">The concept of a family making up silly names for food |
| <ul style="list-style-type: none">The colloquial expressions and jokes related to food, which may be challenging for some ESOL students |
| <ul style="list-style-type: none">Words and concepts that some students may find challenging include: "choking-to-death", "tapioca". |

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

- | |
|---|
| <ul style="list-style-type: none">Their experiences with family "in jokes" |
| <ul style="list-style-type: none">Their experiences of staying with friends |
| <ul style="list-style-type: none">Their experiences of reading humorous descriptions of food. |

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

I will be able to:

•	suggest what this story might be about and what will happen
•	use similar experiences of my own to help me understand the story
•	explain the effect of telling a story in the first person and try to use this in my own writing
•	read between the lines to understand and explain what's happening in the story.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Read the title and first sentence out loud. "What do you think this story will be about?" Model the way the students might form a hypothesis: "I think this story will be about people who eat worms." Record the students' hypotheses on the board or in the class guided reading book. (Forming hypotheses)
•	"Have any of you eaten worms? Do you know anyone who has?" "How would it make you feel to see someone eat worms?" (Making connections; visualising)
•	Share the teaching purpose and the learning outcome with the students.

During reading

•	Distribute the Journals and ask the students to read to the end of page 7. Discuss the characters and the setting. "Who is telling the story? How do you know?" If necessary, explain that this story is written in the first person. (Analysing; inferring)
•	Use further prompts to help the students infer more information, for example, "Has the narrator ever been to Danny's house before? How can you tell?" "How is he feeling?" (Inferring)
•	"What do you do when people want you to eat food that you don't like?" (Making connections)
•	Ask the students to talk with a partner to review the hypotheses they made earlier and to confirm or change them for the rest of the story. Encourage them to give reasons for their responses. (Forming and testing hypotheses)
•	Ask the students to read to the end of page 8. Discuss how Danny and the narrator are feeling about the food. Look at the way the narrator emphasises his feelings of revulsion, for example, through the references to the slug, his feelings of sickness, and the description of the way Danny "shovels" his food into his mouth. (Inferring; analysing)
•	The students can review their hypotheses again and predict what they think will happen next. (Testing and forming hypotheses)
•	Read to the end of the story and encourage the students to share their responses.
•	"From what you know now, can you guess what mouse traps and squashed fly biscuits might be?" (Making connections; forming hypotheses)
•	Review the hypotheses again, referring back to those made at the start of the lesson. Ask the students to discuss the way the story turned out. (Testing hypotheses)

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.
•	Encourage the students to go back through the story to identify the places where they inferred meaning, for example, "At what point did the narrator work out the truth?" "When did you work it out yourself?" "What words helped you?" (Inferring)
•	"Why did the narrator pretend that he always understood?" "What would you have done in the same situation?" (Inferring; making connections)

•	Ask the students how they felt about having to search for information in the text rather than being given it. Discuss the way they could use this “show, don’t tell” technique in their own writing. (Synthesising)
•	Discuss the effect that telling the story in the first person has, for example, in helping us to understand how the narrator felt. “How could you use this technique in your own writing?” (Analysing and synthesising)
•	“What makes this an effective piece of writing?” You could mention the use of the first person, the present tense, the dramatic opening sentence, and the made-up names of food. (Analysing and synthesising)
•	Reflect with the students on how well the learning outcome has 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 chart listing their favourite foods and drinks for breakfast, lunch, and dinner. Next to each item, they could make up an alternative name for that food. In pairs, they could ask each other to guess what food the made-up names stand for.
•	Use the story as a model for shared writing, for example, using the first person and creating impact through a dramatic opening sentence.

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Game On!

Article and photographs by Trish Puharich
From *School Journal*, Part 1, Number 1, 2006

Overview

This article recounts a school's Olympic celebrations, held every four years. It conveys the fun, excitement, and learning that take place from the opening ceremony, through the two weeks of sports events, to the final closing ceremony.

Although the content would appeal to a wide audience, the complex text features make this an interesting article for more sophisticated readers to analyse.

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, identifying the author's purpose , evaluating, or analysing and synthesising
•	To help the students to identify the features of recounts and use them in their own writing.

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 structure of the text as a factual recount in two parts (general and specific information)
•	The changes in tense: –the use of the present tense in the first section to convey general information –the use of the past tense in the second section to describe the actual events.
•	The information about the Olympic games that is interwoven with information about the school Olympics
•	The messages embedded in the text about Olympic values
•	The author's conversational tone, strong personal voice, and direct address to the reader, including questions and a concluding paragraph that summarises the participants' feelings
•	The chant
•	The use of colloquial language, for example, "Game On!", "get into it", "buddy up"
•	The bulleted list of sports events and the lists within sentences
•	The use of compound sentences, complex sentences, and sentence fragments, including the use of ellipses and dashes
•	The use of repetition and a rhetorical question for emphasis.

Readability

Noun frequency level: 8–9 years

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

•	The information about the Olympics that is embedded in the text
•	The names of the countries
•	The names of some of the sports, for example, pétanque
•	The colloquial expressions and the complex and compound sentences, which may be challenging for some ESOL students.

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

•	Their knowledge of the Olympic games and familiarity with Olympic values
•	Their experiences of participating in school-wide sports events
•	Their familiarity with writing that has a strong personal voice.

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

I will be able to:

•	use what I know about the Olympics and about school sports events to help me understand this text
•	explain why the author wrote this article
•	identify some of the ways in which the author shows enthusiasm while giving us information and use similar methods in my own writing
•	explain how the author structured the recount.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Tell the students that they are going to read an article about one school's celebration of the Olympic Games. Ask them to share their knowledge of the Olympics and record this information on the board. (Making connections)
•	Ask the students to share any experiences they have of school celebrations of the Olympics or similar sporting events at school. (Making connections)
•	Share the teaching purpose and learning outcome with the students.

During reading

•	Ask the students to read to the end of page 12. Discuss the names of the countries and help them with pronunciation if necessary. Talk about what they know about the flags at the foot of the page and then ask them to read to the end of page 14. (Making connections)
•	Encourage the students to answer the questions on page 14. "Why do you think the author asks these questions?" "How does the author feel about the school Olympics? How do you know?" (Making connections; identifying the author's point of view)
•	Ask the students to read pages 15–17. "What is this part of the article about?" "How are the school celebrations similar to the real Olympics?" (Analysing; identifying main ideas)
•	Have the students read to the end of the article and encourage them to share their responses. "Why do you think the author wrote this article?" "What does she want us to think about winning and joining in?" "How does she sum up her message?" "Do you agree with it?" "How could you use that message in your own life?" (Identifying the author's purpose; evaluating)

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 read through the text again and identify the information about the real Olympics that the author has woven through the article. You could use highlighter pens on a photocopy of the text to identify the information. (Analysing and synthesising)

- | | |
|---|--|
| • | Focus on the author’s style and her conversational tone. Discuss the way the author conveys enthusiasm by using specific text and language features such as repetition, en dashes, ellipses, exclamation marks, lists, and questions to the reader. “Why does she write like this?” “What is her purpose?” “How does her style help to convey her message?” “Are there any ideas that you could use in your own writing?” (Identifying the author’s purpose; analysing and synthesising) |
| • | Review the structure of the article. Discuss the way the first section (on pages 12–14) gives general information about the school’s Olympic celebrations and the rest of the article recounts the actual events. (Analysing and synthesising) |
| • | Reflect with the students on how well the learning outcome has 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?

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|---|--|
| • | The students could use what they have learned about conveying a strong personal voice by writing a recount of an experience they enjoyed, such as taking part in a game or a fun activity. |
|---|--|

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Flying the Flag

Article and photographs by Trish Puharich
From *School Journal*, Part 1, Number 1, 2006

Overview

This report provides background information about the New Zealand flag and looks at the current debate about the flag. It concludes by challenging readers to form their own opinions.

Although the vocabulary in this text is straightforward, the density of the information and the need to consider different opinions make it a rich text that may be more suitable for fluent readers.

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, identifying and summarising main ideas, identifying the author's purpose, or evaluating . |
| • To learn about the features of visual language. |

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 features of a report, including an introduction, background information, different examples or opinions, and a concluding statement |
| • The use of the present tense (except for the historical information) |
| • The flashback to the 2004 Olympics in the introduction |
| • The presentation of different opinions on a topical issue and the challenge to the readers to form their own opinions |
| • The descriptions of the current flag and of an alternative flag design |
| • The concept that a flag represents identity |
| • The significance of the visual elements in the flags |
| • The historical information, including dates and key events |
| • The shift from a formal tone when giving information to a less formal tone when presenting children's opinions |
| • Text features that include the direct address to the reader, the use of the dash, the concluding questions, the use of initial capitals for proper nouns, and the footnote. |

Readability

Noun frequency level: 8.5–9.5 years

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

- | |
|---|
| • The concept that a flag and the symbols on it represent ideas about identity |
| • The density of the information and the different opinions |
| • Words, names, and concepts that some students may find challenging include: "United Tribes", "official", "Waitangi Day celebrations", "Union Jack", "Southern Cross", "Friedensreich Hundertwasser", "referendum", "typical", "Aotearoa", "Kuramarotini". |

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

- | |
|--|
| • Their experiences of seeing a variety of flags used for different purposes and occasions |
| • Their awareness of the meanings behind symbols and logos |
| • Their experiences of considering and evaluating different opinions about a topic. |

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

I will be able to:

- | | |
|---|--|
| • | use what I know about visual language to help me understand the ideas in the article |
| • | identify and summarise the main ideas in the article |
| • | talk about the reasons why the author wrote this article |
| • | use the information in the article to help me to form my own opinion about New Zealand's flag. |

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

- | | |
|---|--|
| • | Generate discussion about flags and discuss the significance of the different flags mentioned by the students. Ask the students how they feel when they see the New Zealand flag. "Why does it look the way it does?" Take the opportunity to introduce words and concepts that will help them to understand the article. (Making connections) |
| • | Explain that the article describes the New Zealand flag and tells its history. It also asks questions about whether it is the right flag for us. (Identifying main ideas) |
| • | Share the teaching purpose and learning outcome with the students. |

During reading

- | | |
|---|---|
| • | Ask the students to read page 20 and to look at the photograph. "How does this relate to our discussion?" Draw out the ideas that people have strong feelings about their country's flag and that it expresses their sense of their nation's identity. (Making connections; identifying main ideas) |
| • | Ask the students to read to the end of page 22. "What have we learned so far about the New Zealand flag?" List the students' ideas on the board. You might want to briefly discuss the history of the Koru flag pictured at the bottom of page 22. (Identifying and summarising main ideas) |
| • | Ask the students to read the first paragraph on page 23. If necessary, draw their attention to the footnote. Discuss their ideas about the current flag and record them on the board or in the guided reading book. (Identifying main ideas; evaluating) |
| • | Ask the students to read on to the end of the article. |

After reading

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| • | 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 you think the author wrote this article?" "What does she want us to do?" "How does the author encourage us to develop our own ideas?" "How well has the author succeeded?" (Identifying the author's purpose; evaluating) |
| • | Ask the students to indicate on a continuum where they stand on the flag issue. Then ask each student to explain their point of view, using information from the text. Ask them to form the continuum again and to discuss whether they have changed their position and if so, why. (Evaluating) |
| • | Reflect with the students on how well the learning outcome has 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?

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| • | The students could use information from the text and their own ideas to write an expository text about why New Zealand should (or should not) change its flag. |
| • | As a group, the students could use the text to establish design guidelines for a national (or class, school, or community) flag and then design their own flag. They could write notes explaining the reasons for the features of their designs. They could display their designs and the explanations separately and then take turns at matching them. (Visual language) |
| • | Support the students in searching the Internet for further information on this topic. |

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Don't Eat Me!

by Anne R. McDonell

From *School Journal*, Part 1, Number 1, 2006

Overview

It's hard to eat your tea when it's begging you for mercy! This short, free-verse poem is based on an extended metaphor that compares a plate of food with the face of a person.

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, visualising, or analysing and synthesising
•	To study spelling patterns for the phoneme /ee/.

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 free-verse structure of the poem as four linked sentences unified by a central image
•	The anthropomorphism of food, giving it human characteristics, including a face and the ability to cry and talk
•	The strong visual image of food as a face
•	The vivid image of "green pea tears" and the emotive word "pleads"
•	The conversational tone of the poem, including the rhetorical question "Why?"
•	The use of rhyme and assonance within and at the ends of some lines, for example, "me"/"tea", "eat"/"tea", "plate"/"face", "chip"/"lips"
•	The punctuation, which helps the reader to know when to pause for breath when reading the poem aloud and helps them to convey expression
•	The use of different spelling patterns for the phoneme /ee/, for example, in the words "me", "eat", "tea", "because", "cheeks", "green", "pea", "pleads".

Readability

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

•	The concept of food talking
•	The free-verse form
•	The irregular rhyme and spelling patterns.

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

•	Their familiarity with the way feelings and images can be conveyed through poetry
•	Their experiences of having to eat when they don't want to and of playing with their food
•	Their experiences of using their imagination to give human attributes to inanimate objects.

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

I will be able to:

•	use my own experiences with food to help me to understand the poem
•	make a picture in my head of the scene the author describes
•	talk about the way the author has written the poem and try out ideas in my own writing.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

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| • | Tell the students that this is a poem about a child who doesn't want to eat their tea. Ask the students if they have ever been in that situation. Get them to brainstorm a list of the reasons why they didn't want to eat their meal and their strategies for dealing with the problem. (Making connections) |
| • | Share the teaching purpose and learning outcome with the students. |
| • | Without showing the students the picture or the text, read the poem aloud. Ask the students to talk about the pictures they had in their heads as they were listening. Encourage them to relate their mental images to their own experiences with food. (Visualising; making connections) |

During reading

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| • | Distribute the Journals to the students and have them read the poem to themselves while you read it aloud again. "Why did the child make the plate of food look like a person's face?" (Making connections) |
| • | Discuss the words used by the author and how they help the reader to form a mental picture of the plate of food as a person's face. Model this if necessary: for example, "When I read 'plate face', I imagined the roundness of a plate and how it looked like a round face." |
| • | Discuss the author's use of metaphor rather than simile. ("She says that the plate is a face, not just that it's like a face.") (Visualising; analysing) |
| • | Ask the students to read the poem aloud in pairs, using the punctuation and line breaks to help them to read with expression and to capture the pathos and humour of the poem. (Synthesising) |

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. |
| • | Look closely at the structure of the poem. Notice how the sentences are divided by line breaks and separated by spaces. Talk about the reasons the author may have had for structuring the poem in this way. (Analysing and synthesising) |
| • | Reflect with the students on how well the learning outcome has 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?

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| • | Ask the students to write their own poems using a similar situation. They are to use the poetic devices in "Don't Eat Me!" to create a strong visual picture. They could get ideas by returning to their original list of reasons for not wanting to eat a meal, and they could use the first stanza of this poem to get started. For more able writers, this task could include trying out the use of words that rhyme either at the ends of the lines or placed together, as in "chip lips". |
| • | The students could draw another plate of food and describe the features as if they were parts of a human (or animal) face. |
| • | Use the words in this poem to start an investigation of the different spellings of the phoneme / ee/. The students could carry this out over several days, creating lists under the different spellings they find, for example, ee, ea, e, y, ie. |

Possum Pie

by Sue Gibbison

From *School Journal*, Part 1, Number 1, 2006

Overview

Dad is the family cook in this play with a domestic setting. He makes an evasive response to yet another query about what he's cooking for dinner, but his family take him at his word, triggering a debate about possums. The main ingredient of the dinner remains a mystery at the end of the play.

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, or evaluating
•	To help the students to follow stage directions in order to convey the characters' personalities and their different points of view.

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: a list of characters in upper-case letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character
•	The tension created by Dad's evasiveness about the contents of the pie, which remains unresolved at the end
•	The debate about possums, in which the family expresses differing points of view
•	Dad's frustration and his return to good humour at the end of the play
•	The recurring references to "BJ's dad" as an authority.

Readability

Noun frequency level: 8–9 years

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

•	The need to infer the characters' actions and motives
•	The tension and lack of resolution due to Dad's evasiveness
•	Words and concepts that some students may find challenging include "TB".

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

•	Their experiences of similar family dynamics, including disputes caused by picky eaters or underappreciated cooks
•	Their familiarity with possums and the range of attitudes towards them
•	Their experiences of reading and performing plays.

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

I will be able to:

•	work out what the characters are thinking and feeling from what they say and do
•	identify and evaluate the different points of view in the play
•	use my own experiences of family discussions about food to understand what is happening in this play

- use the stage directions to help deliver an entertaining performance of the play.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

- Discuss family dynamics at mealtimes and get the students to share some of their experiences, for example, who does the cooking and how the cook's efforts are appreciated. (Making connections)
- Tell the students that this text presents some contrasting points of view. Ask them to think about these ideas as they read. (Evaluating)
- Discuss the conventions of plays and how to read them. Remind the students that they need to think about the reasons why the characters speak and behave as they do so that they can understand what is going on at a deeper level. (Inferring)
- Explain that the students are going to read straight through the play by themselves and encourage them to share their strategies for working out unknown words.
- Share the teaching purpose and learning outcome with the students.

During reading

- Introduce the characters and discuss the first illustration briefly. Give the students paper clips or self-adhesive notes and ask them to use them to mark any words or ideas that they find difficult. Set a purpose for reading, depending on the shared learning outcome.
- The students can now read straight through the play.

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.
- Discuss what happened in the play, checking to ensure that the students have understood the actions and motivations of the characters. (Inferring)
- As a group, create a mind map for each character, showing their point of view about eating possums. "Which character do you agree with the most? Why?" "Which character do you disagree with the most? Why?" (Evaluating)
- Talk about the end of the play. "Do you think Dad really used possum meat in the pie?" "Do you think he really had slippers for Mum?" "Is this a believable story?" "Could it happen in your family?" (Evaluating; making connections)
- Return to the discussion about how to read plays, then allocate roles and read through the play together. Encourage the students to concentrate on delivering the lines with pace, fluency, and expression.
- Reflect with the students on how well the learning outcome has 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 prepare the play for performance. They would need to rehearse well to convey the indirect meanings to the audience and to get the timing correct, especially when Dad is interrupted.

- Chart or debate the reasons for and against eating or killing possums. You could link this experience to the article “Flying the Flag” on page 20 and the debate about changing the New Zealand flag.

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