

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.

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Brothers' and Sisters' Day

by Asha Patel

From *School Journal*, Part 1. Number 2, 2006

Overview

The Indian festival of Raksha Bandhan is a special day for brothers and sisters. This report describes key aspects of the celebration. The accompanying recount focuses on Roshni and her Aunty Vanita as they prepare for and take part in the day with their brothers.

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 with prior experiences, asking questions , or identifying main ideas
•	To help the students to learn about the festival of Raksha Bandhan and the cultural traditions associated with it.

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 and features of a report, such as the use of the present tense, the organisation of information in paragraphs, and the supportive photographs
•	The structure and features of a recount told in the third person
•	The move from the general to the specific that signals the move from a report to a recount
•	The unidentified narrator who addresses the reader directly
•	The information about the Indian festival of Raksha Bandhan
•	The procedural information about making barfi
•	The traditional gender roles
•	The indicators of time, for example, "Every year", "On the day itself", "Usually"
•	The footnotes, which provide additional information
•	The Indian words, for example, "Raksha Bandhan", "rakhis", and "barfi"
•	The detailed descriptions that include adjectives, for example, "colourful", "artificial", "fancy".

Readability

Noun frequency level: 8.5–9.5 years

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

•	The Indian words, names, food, and customs
•	The understanding that some New Zealanders maintain close links with families, friends, and customs from their countries of origin
•	The concepts of blessing and protecting
•	Words and concepts that some students may find challenging include: "Shravan", "rakhis", "artificial", "barfi", "ghee", "cardamom", "diamond".

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

•	Their familiarity with Indian cultural practices
•	Their experiences of close family relationships
•	Their experiences of giving and receiving gifts and of Mother's Day and Father's Day

•	Their experiences of cooking
•	Their experiences of preparing for and participating in festivals
•	Their knowledge of the structure and features of reports and recounts.

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

I will be able to:

•	use what I know about celebrations to help me to understand this text;
•	ask questions before and during reading to help me to understand new words and ideas;
•	identify the main ideas in this text.

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

•	Brainstorm a list of celebrations and discuss what they are for and how families prepare for them. “Do different people have special jobs?” Draw out the idea that cultures and families have traditions — things that they always do. (Making connections)
•	Read the title out loud. Point out the apostrophes and explain that these show that the day belongs to the brothers and sisters. Clarify the difference between the use of the apostrophe in the possessive case and in contractions.
•	“What questions do you have about this article?” You may need to model this strategy by thinking one or two of your own questions out loud, for example, “Is this anything like Mother’s Day or Father’s Day?” (Asking questions)
•	Locate India on a map. Tell the students that they will come across some Indian words in the text. Talk about the strategies they could use to work out the meaning of these words, for example, searching for definitions in the text or referring to the footnotes.
•	Share the teaching purpose and learning outcome with the students.

During reading

•	Ask the students to read the first paragraph and then share their questions about the text. Encourage them to include “What”, “How”, and “Why” questions. Record their questions on the board. (Asking questions)
•	As the students read through the text, discuss any answers they find to their questions. (Asking questions)
•	Depending on your purpose, you could have the students stop at the end of page 3 and have them think, pair, and share about the main ideas so far. (Identifying main ideas)
•	Have the students read pages 4 and 5. Encourage them to make connections to their own experiences of making sweets. (Making connections)
•	“What might the red powder be for?” (Forming hypotheses)
•	Ask the students to read to the end of the text. Review their hypotheses about the red powder. (Testing hypotheses)
•	Discuss what it means to bless and to protect somebody. Depending on the purpose, review the main ideas on pages 4–6. (Identifying main ideas)

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.
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•	Discuss the students' questions and the answers they found. Ask them how the strategy of asking questions helped them to understand the text. "What else would you like to find out?" "Where else could you look to find the answers?" (Asking questions)												
•	In order to identify the main ideas, you may like to draw up a chart (see below) to compare a familiar festival in New Zealand with the festival of Raksha Bandhan. The group could fill in the information for the familiar festival and then for Raksha Bandhan, referring back to the article to confirm their ideas. (Identifying main ideas)												
	<table border="1"> <thead> <tr> <th>Name of Festival</th> <th>What?</th> <th>Why?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>[Familiar festival]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Raksha Bandhan</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name of Festival	What?	Why?	How?	[Familiar festival]				Raksha Bandhan			
Name of Festival	What?	Why?	How?										
[Familiar festival]													
Raksha Bandhan													
•	Review the connections that the students made with their own experiences of festivals and ask them how this helped them to understand the text. (Identifying main ideas; making connections)												
•	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 conduct research or invite an expert to help answer their remaining questions about Raksha Bandhan.
•	Invite an Indian parent or caregiver to demonstrate how to make barfi.
•	Ask the students to write a recipe or draw up a flowchart for making barfi.
•	Ask the students to chart the family relationships in this article.

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Cyclone Tokotoru

by Tipene Watson

From *School Journal*, Part 1, Number 2, 2006

Overview

Cyclone Tokotoru is headed Kuia's way – in the form of her three mokopuna. The humour of this story lies in the narrator's literal interpretation of his father's use of the word "cyclone". The need to infer meaning in order to understand the cyclone as a metaphor means that teachers may need to provide a higher level of support for less confident 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?

An example of an appropriate teaching purpose is listed below.

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|---|
| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of forming and checking hypotheses, inferring, or analysing and synthesising. |
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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?

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|---|
| <ul style="list-style-type: none">The strong introduction that includes the central cyclone metaphorThe use of the first person in telling the story through a character's eyes while revealing his gradual understanding of the adults' joking use of metaphorThe use of dialogue to develop the characterisation and to move the action alongThe mingling of te reo Māori and English in a bilingual family settingThe vivid adjectives and verbs, for example, "fiery red sky", "tumbled", "wall"The humour, including the narrator's gentle use of irony in the last paragraph, which links back to the introductionThe focus on the weather, including the saying "Red sky at night – shepherd's delight"The glossary of Māori words. |
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Readability

Noun frequency level: 8–9 years

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

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|---|
| <ul style="list-style-type: none">The need to use inference to understand the cyclone metaphorThe use of te reo MāoriThe children's namesThe saying "Red sky at night – shepherd's delight". |
|---|

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

- | |
|---|
| <ul style="list-style-type: none">Their understanding of what a cyclone isTheir experiences with family relationshipsTheir experience of metaphorical uses of languageTheir knowledge of te reo and their experiences of bilingual families. |
|---|

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

I will be able to:

•	make and check predictions about the story before, during, and after reading
•	use clues from the story and my own experiences to work out what “Cyclone Tokotoru” means
•	explore the author’s use of imagery and humour.

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 talk about cyclones. (Making connections)
•	Explain that this is a story about some children who go to visit their kuia. Ask the students to speculate about what they think the title might mean. “How might this link to the idea of cyclones?” (Forming hypotheses)
•	Introduce the glossary and explain how it helps us to understand words that may be new to us. Read through the definitions in the glossary.
•	Depending on your students’ knowledge of te reo Māori, you could introduce the children’s names now or after they have read to the bottom of page 7.
•	Share the teaching purpose and learning outcome with the students.

During reading

•	Ask the students to read to the end of page 7. If you haven’t already done so, introduce the characters’ names and get the students to practise pronouncing them. Allow time for them to use the glossary and to check that they have understood the words in Māori.
•	“Where is the cyclone heading?” “How does Dad feel about that?” “How can you tell?” (Inferring)
•	“What do you think will happen next?” (Forming hypotheses)
•	Ask the students to read page 8. Discuss the meaning of the saying “Red sky at night ...” and ask the students to look for clues about whether their ideas about what is going to happen are correct. “Why does Maioha think the weather forecast might be wrong?” (Testing hypotheses)
•	Ask the students to read page 9. Discuss Kuia’s comment “I used to have a carpet in here.” Get the students to think, pair, and share their ideas about what Kuia means by this. (Inferring)
•	“Have your ideas about the meaning of the title changed?” (Testing hypotheses) Ask the students to read to the end of the story. Discuss Kuia’s and Maioha’s thoughts about the visit. If the students are having trouble understanding the meaning, revisit the previous page. “Is there anything on this page that links to the idea of a cyclone?” “What does Kuia think about the mess and noise? How do you know?” (Inferring)

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.
•	Go back to the first page and discuss why Maioha’s dad was smiling. (Inferring)
•	Ask the students to compare what actually happened in the story with their predictions. (Testing hypotheses)
•	Ask the students to work in pairs and look for clues in the text that tell the reader what cyclone Tokotoru is. They could mark them with self-adhesive notes or with highlighters on a photocopied version. (Inferring)
•	Alternatively, the pairs could explore the different meanings of “cyclone” in the story. They can discuss the way Maioha’s understanding changes as the story progresses. (Analysing and synthesising)

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|---|--|
| • | Ask the students what they thought of the story. Encourage them to consider aspects such as the structure, the imagery, and the way the author shows rather than tells the reader what's happening. (Evaluating; 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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| • | Using this text as a model, create a paragraph together that describes a lively episode (part of a netball or rugby game, a concert performance) using an extended metaphor. |
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Becoming a Kiwi

by Sun Lyoung Kim

From *School Journal*, Part 1, Number 2, 2006

Overview

This recount is written from the perspective of Joshua, a Korean boy who now lives in New Zealand. It provides an insight into his feelings and those of his mother and sister as they take part in a ceremony to become New Zealand citizens.

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 inferring or forming and testing hypotheses
•	To help the students to learn about what it means to become a citizen.

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 personal recount told in the first person as if by Joshua, although it is actually written by another person
•	The strongly linked introduction and conclusion
•	The concept of citizenship and its responsibilities
•	The message about the value of New Zealanders who can speak more than one language and who have more than one culture
•	The idea that a person may have different names in different languages
•	The “show, don’t tell” approach used to indicate how Joshua is feeling, for example, “I could feel my heart pumping” and “my hands were very wet”
•	The sense of ritual associated with the ceremony, for example:
	– the special room
	– the flag
	– the chair that is like a throne
	– the mayoral regalia.

Readability

Noun frequency level: 8.5–9.5 years

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

•	The concept of citizenship, including the idea that some people of different languages and cultures share a common citizenship
•	The understanding that some New Zealanders have close links to friends, family, languages, and customs of other countries
•	The understanding that some people may have mixed feelings about becoming citizens of a new country
•	The names of the countries mentioned
•	Joshua’s Korean name
•	Words and concepts that some students may find challenging include: “citizens”, “ceremony”, “Romania”, “Whangārei”, “City Council”, “Mayor”, “robe”, “Oath of Allegiance”, “obey”.

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

•	Their experiences of taking part in special ceremonies
•	Their understandings about immigration
•	Their experiences related to citizenship and becoming a New Zealander
•	Their experiences of being a New Zealander and their thoughts about that.

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

I will be able to:

•	find clues that help me understand how Joshua feels before, during, and after the ceremony;
•	make predictions about the text and check them as I read.

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 first two paragraphs aloud to the students. Find Korea on the map. Ask the students what they think it means to become “a real Kiwi”. Talk about the different cultures of the students in your school and what it means to be a New Zealander. Ask them to imagine what it would feel like to live in another country with a different language and customs. “As you read, I want you to look for clues about how Joshua might be feeling and to think about what might be involved in becoming a ‘real Kiwi’.” (Forming and testing hypotheses; inferring)
•	Share the teaching purpose and learning outcome with the students.

During reading

•	Ask the students to read page 11. “How do you think Joshua might feel about becoming a New Zealand citizen?” (Forming hypotheses)
•	Ask the students to read Joshua’s response on page 12. “Is it what you expected?” (Testing hypotheses)
•	Ask the students to read to the end of page 12. Talk about what a “ceremony” is and ask them to imagine what the atmosphere of this one would be like. Encourage the students to link this to any experiences they have had of ceremonies. “What might happen at the ceremony?” “How do you think Joshua will feel during the ceremony?” (Making connections; forming hypotheses)
•	Read to the bottom of page 13 and ask the students whether their predictions about Joshua’s feelings have been correct so far. “How is he feeling now?” “How can you tell?” (Inferring; testing hypotheses)
•	Talk about the Oath of Allegiance and why we have it. (Identifying main ideas)
•	Read to “everyone laughed” on page 14. “How does Joshua feel?” “How do you know?” “What feelings might the other people have?” (Inferring; forming hypotheses)
•	Ask the students to read to the end of page 14. “Why did Joshua grab his mother’s hand?” Use your knowledge of your students to judge how much to explain about the possible reasons why people might choose or be forced to leave their home country. Talk about how it would feel to leave your country. “Is this what you imagined it would be like to become a Kiwi?” (Inferring; testing hypotheses)
•	Ask the students to read through to the end of the article.

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.
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•	Compare Joshua’s final statement with the first one he made. “How has Joshua’s thinking changed?” (Analysing)
•	Get the students to compare their first predictions about the events and Joshua’s feelings with what they have learned by the end of the article. (Testing hypotheses)
•	“What words and phrases did the author use to help us visualise the ceremony and understand the family’s feelings?” (Visualising; inferring)
•	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?

•	Invite someone who has been through a citizenship ceremony to share his or her experiences with the students. Have the students prepare a list of questions to ask them, based on the information they gained from this article.
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Emily's Hens

by Rosie Boom

From *School Journal*, Part 1, Number 2, 2006

Overview

Emily has always wanted hens and is delighted when her father shows her the hen-house he has built, complete with five hens and a rooster. This photo-article describes how Emily cares for her hens and finds fresh eggs for the family to eat.

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 with prior experience or identifying and summarising main ideas |
| • | To help the students to learn how to care for hens. |

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 and features of an informal report, such as the use of the present tense and organisation of information in paragraphs with main and supporting ideas |
| • | The inclusion of procedural information about how to care for a hen and collect fresh eggs |
| • | The message about the responsibilities and rewards of pet ownership |
| • | The sense of excitement that is created through the device of the blindfold and through the use of the dash and the exclamation marks |
| • | The supportive photographs |
| • | The topic-specific vocabulary, for example, "hen-house", "rooster", "pellets", "straw", "nesting boxes", "clip", "orchard". |

Readability

Noun frequency level: 8–9 years

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

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|---|---|
| • | Words and concepts that some students may find challenging include: "nesting boxes", "orchard". |
|---|---|

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

- | | |
|---|--|
| • | Their experiences with caring for animals. |
|---|--|

Sharing Learning Outcomes with Your Students

I will be able to:

- | | |
|---|---|
| • | use what I know about caring for animals to help me to understand this article; |
| • | explain how to care for hens in my own words. (Summarising main ideas) |

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

•	Invite the students to share their experiences of caring for animals. Draw out the idea that different members of a family may have specific responsibilities in caring for the animals and talk about why this might be. (Making connections)
•	Read the title. Explain that this is an article about a girl who has some hens and invite the students to speculate on what she might have to do to care for them. Use this discussion as an opportunity to introduce some of the topic-specific vocabulary used in the text. (Forming hypotheses)
•	Share the teaching purpose and learning outcome with the students.

During reading

•	Ask the students to read page 16. Talk about the way Emily is blindfolded, relating this to the students' personal experiences of being given a surprise. Draw out the sense of suspense that is created by the use of the dash and the exclamation mark. (Making connections; analysing)
•	Ask the students to tell you in one sentence what this page is about. (Identifying and summarising main ideas)
•	Ask the students to read page 17. What are the two main ideas on this page? If necessary, support the students in summarising the final paragraph. Draw out the idea that the paragraph is about how Emily looks after the hens. (Identifying and summarising main ideas)
•	Ask the students to read page 18 and discuss wing clipping. For this paragraph and for those on page 19, ask:
	– “What is the main idea on this page?”
	– “Why is this job important?” (Identifying main ideas)

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 is Emily’s favourite job getting the eggs? How do you know?” (Analysing; making connections)
•	“How does Emily know whether the eggs are fresh?” (Identifying main ideas)
•	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?

•	Have the students write a list of instructions for caring for hens, identifying tasks that need to be done daily and those that are less frequent.
•	Students who have animals at home can write about their responsibilities.
•	As a group, test some eggs to see whether they are fresh.

Molly's Messy Desk

by Diana Noonan

From *School Journal*, Part 1, Number 2, 2006

Overview

To the frustration of her teacher, Molly finds it impossible to keep her desk tidy. However, this turns out to be an advantage when the science centre forgets to give Mr Sutton the samples the class needs.

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 inferring, analysing and synthesising, or evaluating
•	To use stage directions in order to convey the characters' thoughts and feelings in a play performance.

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, for example, a list of characters in capital letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character
•	The series of problems and solutions
•	The issue of tidiness
•	The information that is shown but not told directly
•	The large number of questions
•	The way the tables are turned on the teacher and the change in his viewpoint
•	The development of the characters as expressed through the dialogue
•	The humour
•	The use of bold type and exclamation marks for emphasis.

Readability

Noun frequency level: 8–9 years

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

•	ESOL students may need support with the colloquial expressions, such as "Coo-ool!", "Got them!", "Yep".
•	The topic-specific language, for example, "microscopes", "science centre", "samples", "mould", "disinfect", "mites", "fossil", "cicada".

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

•	Their familiarity with the conventions of plays
•	The familiar classroom situation, including science lessons and rules about tidiness
•	Their experiences of group problem solving
•	Their experiences with inferring character from dialogue.

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
•	discuss the way in which the author develops the characters
•	form an opinion of this play and talk about it.

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

•	If your students are unfamiliar with microscopes, you may find it useful to show them one. (Making connections)
•	Review the conventions of a play. Provide a brief overview of the play and introduce some of the topic-specific vocabulary. (Making connections)
•	Talk about tidiness and ask the students if they think children should be allowed to have messy desks. Record their ideas. Tell them that you will discuss this again at the end of the reading to see if anyone's opinion has changed. (Making connections; evaluating)
•	Share the teaching purpose and learning outcome with the students.

During reading

•	If you think your students can cope, you may like to let them read straight through the play so that they can focus on the humour before using the suggestions in After Reading.
•	Ask the students to read to the bottom of page 21. Clarify the setting and ask them to share their ideas about Molly. (Inferring)
•	Ask the students to read page 22. "What is the problem?" "How do you think they might solve it?" Get the students to list the missing items, and make sure that they understand that the children in the play are preparing to work in groups. (Forming hypotheses)
•	Ask the students to read to the end of page 25 and review what's happened in the story so far. (Identifying main ideas)
•	Discuss the characters and what they are thinking, using evidence from the text to justify their opinions. (Inferring; analysing)
•	"What do you think might happen next?" (Forming hypotheses)
•	Ask the students to read to "in the bin immediately!" on page 27. "Do you think that Molly should be made to tidy her desk? Why or why not?" (Evaluating)
•	Have the students read through to the end of 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.
•	Ask the students to work in pairs to reread the play and analyse one or two of the characters. They could identify what they know about the characters and the evidence in the text that justifies their opinions. Alternatively, they could focus on Mr Sutton and track the way his viewpoint changes during the play. They could begin this process by comparing a line of his dialogue at the start of the play to a line from the end. Get the students to share their ideas with the rest of the group. (Analysing and synthesising)
•	Review the students' opinions about tidiness and discuss whether anyone's opinion has changed. (Evaluating)
•	"What is your opinion of this play?" Encourage the students to give reasons for their opinions. (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?

- Ask the students to write arguments for and against having a tidy desk and then conduct a debate on the advantages and disadvantages of messiness. (Evaluating)

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Family Feelings

by Marie Langley

From *School Journal*, Part 1, Number 2, 2006

Overview

This series of cartoons is intended to stimulate discussion among students about relative places (birth order) in families.

Note: This may be a sensitive topic 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 making connections , analysing and synthesising, or evaluating |
| • | To help the students to consider relationships within their own and other families. |

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 presentation of the text as a series of cartoons that communicate a variety of perspectives on a theme |
| • | The way in which the characters address the reader directly to express their feelings about their place in their family |
| • | The variety of family sizes, relative places, and points of view |
| • | The use of visual language |
| • | The direct question to the reader that invites a response |
| • | The use of capital letters and exclamation marks for emphasis |
| • | The use of the dash |
| • | The comparative language, for example, “eldest”, “youngest”, “middle” |
| • | The words to express feelings, for example, “great”, “lonely”, “neat”, “Cool!”. |

Readability

Noun frequency level: not applicable.

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

- | | |
|---|---|
| • | The challenge to think about a range of perspectives on a theme and to consider their own point of view |
| • | The need to read and interpret the visual language |
| • | The statement “I’m always number one!” |
| • | The colloquial expressions, which may be challenging for some ESOL students, for example, “the boss”, “great”, “Cool!”, “a fuss of me”. |

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

- | | |
|---|--|
| • | Their experiences of family relationships |
| • | Their familiarity with a variety of different family sizes and dynamics. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | | |
|---|---|
| • | use my own family experiences to understand the text |
| • | compare the different points of view and talk about how I feel about my place in my own family. |

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 ask the students to share their ideas about belonging to a family. “Do you have brothers or sisters?” “Where do you come in your family?” Explain that this text uses cartoons to present different people’s feelings about their place in their family. (Making connections) |
| • | Share the teaching purpose and learning outcome with the students. |

During reading

•	Work through this text frame by frame.				
•	Ask the students to explain how they think each of the characters is feeling, what would make the character feel that way, and whether they think they would feel like that all the time. (Evaluating)				
•	Relate this discussion to their personal experiences. “Have you ever felt that way yourself? Why?” (Making connections)				
•	Draw out the idea that there are advantages and disadvantages to each character’s situation. You may like to record the students’ ideas on a chart as you progress, for example:				
	Only child	Large family	Youngest	Middle child	Eldest
Advantages					
Disadvantages					

(Making connections; analysing and synthesising; 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. |
| • | Compare the different points of view in the cartoon. For example, ask the students why one of the children thinks it’s great being the only child and why the other says he feels lonely. (Making connections; analysing and synthesising) |
| • | Focus on the final question and add the students’ ideas to the chart. Make sure that they think about the advantages as well as the disadvantages of their personal family situation. (Making connections; analysing and synthesising) |
| • | Explore the text, looking at the way the writer and illustrator convey the different characters’ points of view. Ask the students to read some of the thought bubbles out loud, using their voices to convey the characters’ feelings. (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?

- | | |
|---|--|
| • | Ask the students to choose one of the characters and to use that character's text in the cartoon as a starter for a piece of writing. |
| • | The students can each write a personal piece about where they come in their own family and how they feel about it. They can use the text as a model for drawing a cartoon and add speech or thought bubbles. |

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