

# 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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# What Do You Want for Dinner?

by Tadpole

From *School Journal*, Part 1, No. 4, 2006

## Overview

Dad and the kids buy fish and chips for dinner, but a series of disasters leaves the family wet and hungry. The familiar setting and situation and the predictable nature of the text provide 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?*

Examples of an appropriate teaching purpose are listed below.

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

## 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"><li>• The repeated episodes of bad luck that encourage prediction (and anticipation)</li></ul>   |
| <ul style="list-style-type: none"><li>• The circular structure, where the characters end up in the same situation as they started</li></ul>  |
| <ul style="list-style-type: none"><li>• The use of the same question in the title and in the first line and last line</li></ul>  |
| <ul style="list-style-type: none"><li>• The large amount of dialogue, which moves the story along, conveys the viewpoints of the characters, and adds humour</li></ul>   |
| <ul style="list-style-type: none"><li>• The characters' contrasting points of view</li></ul>   |
| <ul style="list-style-type: none"><li>• The humour</li></ul>   |
| <ul style="list-style-type: none"><li>• The rich colloquial language, the exaggeration, and the figures of speech ("It's only spitting", "Rain bucketed down", "soaked to the skin in two seconds flat", "I'd have drowned")</li></ul> |
| <ul style="list-style-type: none"><li>• The simile ("as wet as a shaggy sheep dog in a duck pond")</li></ul>   |
| <ul style="list-style-type: none"><li>• The vocabulary to do with water and weather ("cold wind blowing", "dark clouds", "stormy", "spitting", "rain bucketed down", "sun shower")</li></ul>   |
| <ul style="list-style-type: none"><li>• The use of ellipses on page 2 to indicate time passing</li></ul>   |
| <ul style="list-style-type: none"><li>• The author's use of a pseudonym ("Tadpole").</li></ul>   |

## Readability

Noun frequency level: 7.5–8.5 years

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

- |   |
|---|
| <ul style="list-style-type: none"><li>• The use of exaggeration and idiomatic phrases (such as "in two seconds flat"), which may be particularly challenging for ESOL students</li></ul>  |
| <ul style="list-style-type: none"><li>• The meaning of the ellipses on page 2</li></ul>   |
| <ul style="list-style-type: none"><li>• The need to infer meaning at the end of the story</li></ul>   |
| <ul style="list-style-type: none"><li>• Words and concepts that some students may find challenging include: "a hundred metres", "spitting", "run for it", "bucketed down", "sun shower", "shaggy sheep dog in a duck pond", "squelched", "Another minute and I'd have drowned".</li></ul> |

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

- |  |
|--|
| <ul style="list-style-type: none"><li>• Experience of buying takeaways</li></ul>                     |
| <ul style="list-style-type: none"><li>• Experience of inferring information from dialogue.</li></ul> |

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

I will be able to:

•	predict what will happen in the text and review my predictions as I read;
•	find clues that tell us about the characters and their points of view;
•	talk about how the author makes this text effective.

## 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

•	Ask the students to share their knowledge about where, how, and why people buy fish and chips. Don't assume that every student will be familiar with the process of buying takeaways. You might need to explain the concept of buying takeaways as an occasional Friday night "treat" in many households. (Making connections)
•	Read the title. "What would <i>your</i> answer be?" (Making connections)
•	Briefly explain that the writer has chosen to use the pseudonym Tadpole.
•	Share the learning outcome(s) with the students.

### During reading

•	Ask the students to read to "That's what I hoped you'd say" on page 2. "How do you think Dad is feeling?" "What else do we know so far?" (Inferring; summarising)
•	Have them read to the end of page 3. If necessary, explain the significance of the ellipses (on page 2) and the meaning of the phrase "it's only spitting". "What does Dad say about the weather?" "Do you think he's right?" "How can you tell?" (Inferring)
•	"Could the story end now?" "Why or why not?" Encourage the students to draw on their knowledge of narrative structure to help them realise that it couldn't end here — that a narrative needs a "problem". (Making connections; analysing)
•	Have the students think, pair, and share about what might happen next. (Forming hypotheses)
•	Ask the students to read to "no sun?" on page 4. If necessary, clarify the meanings of the idiomatic language. "Were your hypotheses correct?" "Why is Dad insisting that it's not really raining?" (Testing hypotheses; inferring)
•	"What does Troy think of Dad's comment?" "How can you tell?" (Inferring)
•	"What might happen next?" (Forming hypotheses) Note whether the students have picked up on the pattern of things going wrong.
•	Ask the students to read to "... trick on him" on page 6. "Were your hypotheses right?" "Where might the fish and chips be?" You could have the students look back at the text to work out when they last saw the fish and chips. (Forming and testing hypotheses)
•	Have them read to the end of the story and savour the ending. "Where have you seen the last sentence before?" Discuss why the author might have chosen to repeat it here. (Analysing)

### 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.
•	Chart the events in the story, asking the students to sequence them. "What could happen next?" (Summarising; forming hypotheses)

•	Focus on the dialogue in the text to build up a picture of the characters. “What do the kids think of Dad?” “How do you know?” (Inferring; analysing and synthesising) Add two columns to the sequence chart to record the characters’ reactions to the events in the story. Draw out the idea that Dad always looks on the bright side and the kids (especially Troy) are more negative (and realistic!). You could introduce the terms “optimist” and “pessimist” and discuss whether these are appropriate descriptions for the characters. (Inferring; analysing and synthesising)
•	Have the students work in pairs to identify the words and phrases used to describe the rain and its effects. “What does Troy mean by ‘Another minute and I’d have drowned’ (on page 5)?” Discuss why the author might have chosen to use this language rather than “Troy was wet and annoyed.” (Inferring; analysing and synthesising)
•	Discuss the ways the writer has made this text effective. For example, you could focus on the rich, idiomatic language; on the structure (with the repeated disasters so that the reader starts to anticipate what will go wrong next); and on the ways in which the author creates humour (through the circular structure with the characters ending up where they started, through the use of exaggeration, and through the contrasting points of view of the characters). (Analysing and synthesising)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

## Revisiting the Text

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

•	Record some favourite phrases from the story onto a reference chart for writing and encourage the students to add other notable examples of descriptive language about the weather as they come across them. (Analysing and synthesising)
•	The students could read the poem “Sand Circle” in the same Journal and discuss the author’s use of a circular structure. (Analysing and synthesising)
•	The students could read “The Best Camping Place in the World” by the same author in <i>School Journal</i> 1.2.05 and compare the way Dad’s character is portrayed or explore how the author creates humour. (Making connections; analysing and synthesising)

# Walking on the Grass

by Sun Lyoung Kim

From *School Journal*, Part 1, No. 4, 2006

## Overview

A child and her mother who have just arrived in New Zealand from Korea are nearly run over because they don't know that it's OK to walk on the grass in New Zealand.

## 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, <b>identifying the author's purpose and point of view</b> , or analysing and synthesising. |
|---|---|

## 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 recount told in the first person by a child narrator   |
| • | The theme of cultural differences that can cause misunderstandings  |
| • | The dramatic nature of the text created by:   |
|   | - the effective beginning   |
|   | - the focus on one main event   |
|   | - the dialogue that vividly conveys the characters' feelings  |
|   | - the inclusion of the narrator's opinions ("I felt twitchy and nervous", "The thought of it made me shiver", "I was almost crying", "It seemed like hours")  |
|   | - the pace of the text conveyed largely through the use of lively verbs ("dragged", "shouted", "Race", "flew", "sprinted", "skidded", "tugged", "flashed", "shiver", "zoomed", "tooted", "glanced", "heaved") |
|   | - the use of "cliffhanger" sentences ("We also made our first big mistake." "... that was when I found myself in trouble.")   |

## Readability

Noun frequency level: 8–9 years

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

- |   |  |
|---|--|
| • | The cultural differences between Korea and New Zealand   |
| • | The need to infer meaning, especially at the end of the story  |
| • | Words and concepts that some students may find challenging include: "sprinted", "temples", "palaces", "guard", "twitchy", "images", "heaved a sigh of relief". |

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

- |   |   |
|---|---|
| • | Experience of being in an unfamiliar environment. |
|---|---|

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

I will be able to:

•	use what I know from my own experiences of unfamiliar situations to help me understand the story;
•	identify some ways that the author helps the reader imagine what this situation would have been like for the characters;
•	use what I know and the information in the text to help me infer how Korea might be different from New Zealand;
•	think about why the author might have written 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

•	Discuss the students' experiences of going somewhere new and not being sure how to behave. Ask them about aspects of life in New Zealand that might be strange to a new immigrant, such as the language, food, rules, and customs. Explain that it can be difficult for new people to find out what the rules are. Draw on any experiences the students might have had of visiting other countries or of coming to New Zealand as a new immigrant. (Making connections)
•	Read the first paragraph aloud. "What do you learn from this paragraph?" (For example, that the narrator is a child, that she and her mother are new arrivals in New Zealand, that they have made a mistake, and that the word "first" implies that there are likely to be more mistakes.) (Inferring)
•	"What do you think the 'big mistake' might be?" Note whether the students use the title as a clue. (Making connections; forming hypotheses)
•	Tell the students that this is a text about two people from Korea. Help them locate Korea on a map and explain that some things in Korea are very different from the way they are in New Zealand. Tell the students that while they are reading the story, you want them to think about the author's reason for writing. (Identifying the author's purpose and point of view)
•	Share the learning outcome(s) with the students.

### During reading

•	Ask the students to read to the end of page 14. Encourage them to predict what the trouble could be. "What clues have there been so far?" If necessary, prompt them to recall the title and/or direct them to one or two of the sentences on pages 13 and 14 that refer to grass. (Inferring; forming hypotheses)
•	Have them read page 15 and review their predictions in the light of this extra information. "What will they do now?" (Forming and testing hypotheses)
•	Explain that in some countries, grass is used as a decoration and that it's not for walking on.
•	Ask the students to read page 16. "What signs were they looking for?" "What images might have flashed through her brain?" "How do you know how the narrator is feeling?" (Inferring; visualising)
•	Draw their attention to the statement "We were in jail already." "Are they really in jail?" "Why did the author write this statement?" (Identifying the author's purpose and point of view; analysing)
•	Ask the students to read to the end of the text. "What made the narrator and her mother decide not to walk on the road any more?" "What made them realise it wasn't a good idea?" (Inferring)
•	"Do you think this is a true story?" "Why?" "What does this suggest to us about the author's reason for writing the story?" "How do you think she feels about the experience now?" (Inferring; evaluating; identifying the author's purpose and point of view)



## 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.	
•	“How does the writer help us imagine what it was like?” You could explore the dramatic dialogue, the narrator’s descriptions of how she felt, the sense of pace and danger created through the use of lively verbs, or her use of “cliffhanger” sentences that suggest that something bad is about to happen. (Analysing and synthesising; visualising)	
•	“Has the author helped you to understand the problems that some new arrivals might have?” “Has this recount changed your point of view?” (Making connections; evaluating; identifying the author’s purpose and point of view)	
•	Think, pair, and share what things might be new for a student coming from another country. Start a comparison chart, inferring information from the text. For example,	
	Korea	New Zealand
	city noise	not much traffic noise
	lots of people	spacious
	not much grass	heaps of grass
	not allowed to walk on grass	allowed to walk on the grass
	people can walk on the road	not safe to walk on the road
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.	

## Revisiting the Text

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

•	Have the students write a pamphlet explaining your school’s rules to new students.
•	Have the students read and discuss the ideas about living in a new country in “Becoming a Kiwi” by the same author in <i>School Journal</i> 1.2.06.
•	During shared writing, construct a story about a dramatic event using some of the features of this text, for example, the cliffhanger sentences or dramatic verbs.
•	Explore the ideas further by using Edward de Bono’s thinking hats. For example, the students could consider the feelings of the characters (Red hat), identify the sequence of events (White hat), describe the negative aspects of the story (Black hat), describe the positive aspects (Yellow hat), and speculate about what else they could have done or how they might have managed once they got to the supermarket (Green hat).

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# Sand Circle

by Briar McMahon

From *School Journal*, Part 1, No. 4, 2006

## Overview

This poem describes how sand comes from the beach to the house and is (eventually) washed back to the beach.

## 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, <b>analysing and synthesising</b> , identifying the main idea, or <b>evaluating</b> . |
|---|

## 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 idea of the sand ending up back where it started  |
| • The four stanzas, each beginning with the word "sand" followed by a prepositional phrase ("at the bay", "in my hair", "in the shower", "in the drains") which signals a change of setting |
| • The ABCB rhyme scheme   |
| • The use of the present tense  |
| • The variety of verbs ("washed up", "clings", "stuck", "slides", "flushed")  |
| • The circular structure, with the last line echoing the first line   |
| • The repetition in the final stanza.   |

## Readability

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

- |   |
|---|
| • The concept of grains of sand   |
| • Words and concepts that some students may find challenging include: "clings", "makes a beach", "flushed". |

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

- |                                      |
|--------------------------------------|
| • Experiences of going to the beach. |
|--------------------------------------|

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

I will be able to:

- |   |
|---|
| • use my own experiences with sand to help me understand the ideas in the poem; |
| • identify the main idea in the poem;   |
| • discuss my opinion of the poem;   |
| • identify the ways the author has expressed her 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

•	Encourage the students to share their experiences of going to the beach. Talk about sand and where it goes. “What happens to the sand that’s stuck to you when you get home?” (Making connections)
•	Share the learning outcome(s) with the students.

### During reading

•	Have the students read the whole poem to themselves then read it aloud together, with you modelling appropriate rhythm and pace.
•	Look at the third stanza. “What does the author mean by the sand making a beach in the shower?” (Inferring)
•	“Why do you think the author chose this title?” Ask the students to work with a partner to trace the journey of the sand in the poem and compare it with their own experiences. “Do you think this is really what happens to sand?” (Making connections; evaluating)
•	Explain that poems often explore one main idea. Have the students think, pair, and share their thoughts about what main idea the author is exploring here. Observe the “clues” the students draw on, for example, the title and the circular structure, with the last line echoing the first. (Identifying the main idea; analysing and 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.
•	Identify the rhyme scheme. “Which words rhyme in the first stanza?” If necessary, clarify that rhyming sounds can be spelt differently. Draw out the idea that the rhyming words are generally given more emphasis so that they help to support the rhythm. (Analysing and synthesising)
•	Focus more closely on the structure. “Which part of each stanza shows you where the sand is?” “What is the effect of the repetition in the poem?” (Analysing and synthesising)
•	“Find two really effective verbs and explain why they’re your favourites.” (Analysing and synthesising; evaluating)
•	“Do you think that this is an effective poem? Why or why not?” “Does the poem help you to imagine the feeling of sand sticking to you?” (Evaluating)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

### Revisiting the Text

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

•	Have the students portray the ideas in each stanza as a flow chart. (Identifying the main ideas)
•	Using “Sand Circle” as a model, the students could compose a poem about another familiar experience that could be cyclical, for example, rain, mud, or using and washing clothes or dishes. (Analysing and synthesising)
•	Have the students read the poem “Sand” in <i>School Journal</i> 1.5.05 and identify its main idea (the idea of changes in the sand over the course of a day) and/or discuss its effectiveness.

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# Listen Up

by David Hill

From *School Journal*, Part 1, No. 4, 2006

## Overview

Toni's big sister keeps bumping into things while texting on her mobile phone. It turns out that her texting-addicted friends have the same problem! The high-interest topic and the relatively simple language make this story ideal for older struggling 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 forming and testing hypotheses, evaluating, <b>identifying the author's purpose and point of view</b> , or analysing and synthesising.
•	To draw the students' attention to the ways in which the author has created humour.

## 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 irony of the title
•	The contrasting points of view about texting
•	The clues about the author's opinion of texting (Amber's accidents, Toni's and Amber's mother's comments, the triviality of Amber's messages)
•	The repetitive structure
•	The slapstick (physical) humour, emphasised by onomatopoeia (using upper-case letters) and exclamations
•	The humorous ending
•	The use of ellipses to indicate anticipation
•	The indicators of time
•	The large amount of dialogue.

## Readability

Noun frequency level: 7–8 years

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

•	The concept of teenagers being addicted to texting
•	Words and concepts that some students may find challenging include: "texting", "squawk", "spaghetti-eating competition", "worm farm", "porch".

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

•	Experience of texting
•	Experience with older siblings
•	Experiences of watching cartoons and television comedies.

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

I will be able to:

•	predict what might happen next and check my predictions;
•	decide whether I agree or disagree with the author's views of texting;
•	explain why the author might have written this story;
•	explain some of the ways in which the author has created 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

•	Discuss the students' experiences with teenage behaviour, drawing out the idea that teenagers sometimes don't listen and tend to ignore their younger siblings. (Making connections)
•	Make sure that everyone knows what text messaging is and how it's done. Discuss whether it's possible to text and do something else at the same time. (Making connections)
•	Share the learning outcome(s) with the students.

### During reading

•	Ask the students to read page 19. "What have you learnt about the two characters on this page?" "What does the author want us to think about Amber?" (Inferring; forming hypotheses; identifying the author's purpose)
•	Ask them to read page 20. "Is the message from Lateesha really important?" "Does this fit with what you predicted about the author's purpose?" (Evaluating; testing hypotheses)
•	Ask them to read pages 21–22. Discuss the importance of the other text messages. "Why has the author chosen to have Amber receive messages that aren't really important?" (Identifying the author's purpose and point of view)
•	Have the students think, pair, and share about the pattern of the text (Toni warning Amber, who then walks into something because she is reading a text message.) "What do you think might happen next?" "Why do you think that?" "How might the story end?" (Analysing; forming hypotheses)
•	Have the students read the last page. "What do you notice about the ending?" "Why do you think that the author chose to end it this way?" "Has Amber learnt a lesson?" (Evaluating; forming hypotheses)
•	Discuss the significance and impact of the title. (Analysing; 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.
•	"What do you think is the author's view of text messaging?" "How does he try to get his view across?" You could discuss the fact that he makes Toni (who is closer in age to the reader than Amber is) the main character so that the students are more likely to "take her side", that Toni and Mum are proved right in all their predictions, and that the messages Amber receives are really silly. "Do you agree with him?" Discuss the pros and cons of texting. "Did this story change your opinion?" (Evaluating)

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|---|--|
| • | Explore how the writer creates humour in the text, for example, the idea of repeated episodes that create a sense of anticipation. Draw out the notion that the humour in cartoons and television comedies is often linked to the idea of a character repeatedly having minor accidents and that this is often emphasised through exclamations and sound effects. You could also look at the writer’s use of irony in the title and in the triviality of the messages that Amber receives (and thinks are important). (Analysing and synthesising) “Did you think the story was funny?” (Evaluating) |
| • | Focus on two episodes and draw out the similarities in structure. As a group, construct another episode using the same structure but different ideas and vocabulary. (Analysing and synthesising)  |
| • | Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.   |

## Revisiting the Text

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

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|---|---|
| • | Work in pairs to construct a chart about the positive and negative aspects of texting or mobile phone use. (Evaluating)                                   |
| • | Have the students choose an episode from the story and turn it into a comic strip, including exclamations and sound effects. (Analysing and synthesising) |

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# Flying Boats and Coral Islands

by Sandra Carrod

From *School Journal*, Part 1, No. 4, 2006

## Overview

Max and his parents visit Kiribati with some scientists who study coral, which grows underwater. They find the coral with the help of a flying boat. This text has a complex structure and is unlikely to be suitable for ESOL 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 <b>summarising</b> , making connections, or inferring.
•	To help students to practise the strategy of previewing a text.

## 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 mixture of text forms (recount and explanation) and the associated changes of tense
•	The information about Kiribati, coral, and the flying boat
•	The concept that the growth rings on coral can be used to help predict sea levels
•	The multiple themes of scientific enquiry, of the technology of the flying boat, and of the need to conserve coral
•	The relationships between the different sections of the text
•	The topic-specific vocabulary
•	The supporting photographs.

## Readability

Noun frequency level: 8.5–9.5 years

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

•	The complex structure of the text
•	The large amount of information
•	The pronunciation of Kiribati (“Kiribas”)
•	Words and concepts that some students may find challenging include: “coral”, “growth rings”, making predictions from coral, rising sea levels, “mast”, “lagoon”, “yacht”, “inflatable dinghy”, “hang-glider”, “propeller”, “bolted”, “snorkelling”, “fins”, “reef”, “community”, “algae”.

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

•	Knowledge about coral and Pacific islands
•	Knowledge about climate change, in particular, rising sea levels
•	Awareness of what scientists do
•	Experience of snorkelling.

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

I will be able to:

•	practise looking at the photos and skimming the text before reading to get an idea of what the text is about;
•	identify the main points in each section of the text and think about the connections between them;
•	read “between the lines” and make connections with what I already know to infer meaning.

## 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

•	Show the students the photographs on pages 30–31 and draw out what they know about coral. (Making connections)
•	Explain that this text has a lot of information in it and that the strategy of summarising will help them to understand it. Have the students look through the text (including the title) and the photographs. Have them think, pair and share their predictions about what else (other than coral) this text will be about, for example, scientists, islands, the sea, a flying boat, and diving. List the students’ predictions and ask them to think about possible connections between these topics as they read. (Summarising; forming hypotheses; making connections)
•	Alternatively, you could provide more support by explaining to the students that this text is about a boy who goes to a place called Kiribati with his parents and some scientists who are studying coral. Tell them that the scientists can find out about weather patterns and sea levels by studying the coral.
•	Share the learning outcome(s) with the students.

### During reading

•	Read the first paragraph to the students and have them find Kiribati on the map. (Making connections)
•	Ask the students to read to the end of page 24. “Why are the scientists studying coral?” If necessary, clarify the meaning of “growth rings” and reinforce the comparison with trees. (Summarising; making connections)
•	“Why might it be important to be able to predict sea levels?” (Inferring; forming hypotheses)
•	Have the students verbally summarise the main points on this page. Check whether they understand that the main reason the scientists are studying the coral is that it helps them to predict sea levels. (Summarising)
•	Refer back to the list of the students’ predictions created before the reading. Review their predictions so far about the content. Start a summary chart by recording the main points from page 24. (Testing hypotheses; summarising)
•	Ask them to read page 25 and check whether they were right about why it’s important to be able to predict the water level. (Testing hypotheses)
•	Review the main points so far, for example, “Scientists are studying coral in Kiribati to help them predict sea levels. It’s important to predict sea levels because the islands are flat and the people live close to the sea.” (Summarising)
•	“Can you remember who Max is and why he’s going to Kiribati?” (Summarising)
•	Ask the students to read pages 26–27. Together, summarise and record the main points in each paragraph. If necessary, explain what a hang-glider is and support the students in working out the topic-specific words in the last paragraph on page 27. (Summarising)
•	Have the students work with a partner to identify the parts of the flying boat mentioned on page 27. Note that the photograph on page 25 shows the flying boat in action. (Making connections)



•	“Why is the flying boat important?” Draw out the idea that the scientists need to look down on the water from a very high point to see the coral. They do this by climbing the mast and by going up in the flying boat. (Inferring)
•	Ask the students to read page 28. Note that this is a step back in time from the photographs of the assembled flying boat on page 27. “Why couldn’t they just use a normal plane?” “What’s this page telling us?” Record the students’ ideas on the summary chart. (Inferring; summarising)
•	Ask the students to read page 29. If necessary, explain what a “lagoon” is or have a dictionary handy for the students to refer to. Briefly review the main points of pages 28 and 29. (Summarising)
•	Look at the photographs on pages 30–31 together again and ask the students to predict what these pages are going to be about. Then get them to read these pages and review their predictions. (Forming and testing hypotheses)
•	“Why are coral reefs important?” Add this information to the summary chart. (Summarising)
•	“Why are people not allowed to take bits of coral away?” “Why might they want to?” (Inferring)
•	Return to the summary chart and use a different-coloured pen to draw lines and add notes to show the connections between the various ideas in the text. Draw out the idea that charting ideas is a good way to help understand a complex text. (Summarising; making connections)

### 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.
•	Give each student a card with one of the following words written on it: “Max”, “Kiribati”, “flying boat”, “coral”, “Dad”, “scientists”. Ask each student to pretend to be the person or thing written on their card and explain their role in the text. For example, “I’m a flying boat, and I help the scientists to find where the coral is because it’s much easier to see coral from up in the air.” Encourage the students to refer to the summary chart as necessary. (Summarising; making connections)
•	Help the students to reflect on how the strategies of previewing and charting ideas helped them to understand the text more easily.
•	Have the students think, pair, and share about what interested them most in this article, and why. (Evaluating)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

### Revisiting the Text

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

•	Read “Coral Reefs: an Endangered Paradise” in <i>Connected 2 2001</i> with the students, practising the strategies of previewing, summarising, and making connections.
•	Have the students draw and label a diagram of a flying boat. (Inferring)
•	Encourage the students to find out more about coral. (Making connections)
•	The students could investigate the problem of rising sea levels and how they may affect Pacific islands.

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# Fifita's New Broom

by Jill MacGregor

From *School Journal*, Part 1, No. 4, 2006

## Overview

The teacher's broom is too big and heavy for Fifita, so he makes his own from a coconut palm frond.

## 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 <b>summarising</b> , asking questions, making connections, or visualising.
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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?*

•	The mixture of text forms — a recount, a procedure, and a song
•	The information about the process of making the broom
•	The idea of traditional skills being passed from one generation to another
•	Fifita's resourcefulness in solving his problem
•	The Pacific setting
•	The Tongan vocabulary and translations
•	The topic-specific vocabulary
•	The indicators of time ("One afternoon", "On Sundays", "Today", "Next morning", "just before home time")
•	The indicators of order in the procedure of making the broom ("First", "Then", "While", "Then")
•	The familiar song.

## Readability

Noun frequency level: 8–9 years

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

•	The Tongan vocabulary, the topic-specific vocabulary, and the setting
•	Making connections between the topic-specific vocabulary, the process of making the broom, and the photographs
•	Words and concepts that some students may find challenging include: "beam", "fronds", "palm", "blades", "spines", "tu'aniu", "bristly", "sprout", "droop", "talo", "kumala", "plantation", "stalk", "kafa", "fibre", "swished".

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

•	Their experiences of taking turns to do duties in the classroom
•	Their experiences of making things.

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

I will be able to:

•	ask questions and look for answers in the text;
•	explain the purpose of each section of the text and identify the main points in each section;
•	make connections between the text and the photographs to help me visualise the process of making the broom.

## 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 have the students look at the photographs. “I wonder how he made the broom?” Encourage the students to generate their own questions and record them on a chart or in the group reading book. (Asking questions)
•	Focus on the photograph of the palm frond at the top of page 8. Point out the woody spines and the leafy blades and talk about what kind of tree they grow on. Include some of the topic-specific vocabulary in your discussion.
•	Share the learning outcome(s) with the students.

### During reading

•	Read the first paragraph to the students and discuss their experiences of cleaning up at the end of the school day. “What jobs do you have to do at school or at home?” (Making connections)
•	Ask them to read the rest of page 7. “What was Fifita’s problem, and what did he decide to do about it?” (Summarising)
•	If your purpose is asking questions, continue to record the students’ questions and answers as they read. Don’t try to cover the strategies of summarising and asking questions in the same lesson with this text.
•	If your purpose is summarising, record the main points on a chart as you go, for example:
	- Fifita lives in Tonga.
	- The children sweep the floor.
	- The teacher’s broom is too big for Fifita.
	- Fifita decides to make his own broom.
	You could construct a summary sentence explaining the purpose of this section, for example, “Page 7 tells us about Fifita and suggests that the text is going to be about making a broom.” (Summarising)

•	Ask the students to read page 8. Support them with the Tongan and topic-specific vocabulary as necessary. The description of the palm fronds is crucial to understanding how Fifita makes the broom, so take some time to clarify this section with the students. You could sketch a picture of a palm frond and have the students use the information from the text to help them identify and label the spine and blades. “What part of the fronds might be useful for Fifita?” Clarify that he will only need to use the spines (tu‘aniu). (Inferring; making connections — between the text and the photographs).
•	Discuss the purpose of this section of the text (a description of the coconut palm and how it can be used). (Making connections; summarising)
•	Ask the students to study the photographs on page 9 before reading to predict what this page will be about. (Forming hypotheses) Note the two different meanings of the word “blade” in the last paragraph. If necessary, refer the students to the photograph of the frond to clarify the less common meaning of “blade”. “Why might the word ‘blade’ be used to describe both the green part of the frond and the cutting part of the knife?” (Analysing and synthesising; inferring)
•	You could have the students draw a diagram of what Fifita has done so far (showing the spines with the green blades cut away from each side). (Summarising; visualising)
•	When they read page 10, remind the students that the word “tu‘aniu” means spines. “Has this section answered any of your questions?” “Do you have more questions?” (Asking questions)
•	Have the students read to the end. Check that they realise that each section of Tongan text is followed by an English translation. Note that the photo on page 12 compares the teacher’s broom with Fifita’s. “How is Fifita feeling?” (Inferring)
•	“What does the teacher think of Fifita’s broom?” (Inferring)

### After reading

•	Review the question chart (if used). Discuss how the students could find answers to any remaining questions, including by inferring from the text. (Asking questions; inferring)
•	Use the summary chart to review the structure of the text and clarify the purpose of each section. Help the students to identify the introduction, the description of palm fronds, the process of making the broom, and the song. (Summarising; analysing and synthesising)
•	Photocopy the text and have the students work in pairs to cut it up and match it to the sentences on the summary chart. Include the photographs as well. (Summarising)
•	Give the students materials such as strips of card or drinking straws, a cardboard roll, and string and ask them to use these items to demonstrate how Fifita makes his broom. (Summarising; visualising)
•	Encourage the students to use information from the text and to read between the lines to infer how Aunty Nia helped keep Fifita safe while he made the broom (by showing him how to do it, by telling him to point the blade away from himself, by carving the handle herself, and by supervising). (Inferring)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

### Revisiting the Text

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

•	Ask the students to construct a set of instructions for making a broom by using text and/or labelled diagrams, which are based on the information in the text and on their experiences of making their own “brooms”. (Summarising; making connections)
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- Have the students practise the strategies of asking questions about or summarising other *School Journal* texts about children in Pacific settings making or preparing items, for example, “A Cup of Koko” in 2.3.98, “Kapok for a Cushion” in 2.4.97, or “Le Polo Pulu” in 2.2.99.

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