

Introduction

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

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

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

The Teaching Approaches

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

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

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

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

Guided Reading

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

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

Guided reading involves:

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

These notes include information about:

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

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

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

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

Developing Comprehension Strategies

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

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

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

Introducing the Text

The introduction should be relatively brief. It should:

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

Reading and Responding

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

Discussing the Text (after the reading)

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

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

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

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

adjectives and synonyms for commonly used words.

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

Selecting Texts: Readability

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

When selecting texts, you should also consider:

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

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

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

Overview

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

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

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

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

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The Hole Truth

by David Hill

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

Overview

Tension builds at Battle HQ as General Id Yot prepares to enter the giant black hole at the centre of planet Klog's galaxy. Unfortunately, the whole venture turns out to be a load of rubbish! This is a text that rewards rereading as the students unpack the humour in the wordplay.

Suggested Teaching Purpose

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

Examples of an appropriate teaching purpose are listed below.

- | | |
|---|---|
| • | To support the students in developing the comprehension strategies of making connections, inferring, or 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 series of direct communications between Battle HQ and General Id Yot, rising in tension as the text works towards the anticlimax |
| • | The way in which the characters are revealed through their communications |
| • | The science fiction features, such as: |
| | –the outer space setting |
| | –the mixture of real and invented scientific words |
| | –the focus on domination and power |
| • | The humorous, nonsensical nature of the text, including: |
| | –wordplay, such as made-up words |
| | –the humorous, anticlimactic ending |
| • | The way the communications from Battle HQ change from commands to questions to final confusion. |

Readability

Noun frequency level: 10–12 years

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

- | | |
|---|--|
| • | The sophisticated humour |
| • | The wordplay |
| • | The absence of any linking narrative |
| • | The scientific and technical language. |

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

- | | |
|---|--|
| • | Their familiarity with the science fiction genre |
| • | Their familiarity with wordplay and their sense of the ridiculous. |

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

I will be able to:

- | | |
|---|--|
| • | use what I know about science fiction and humorous writing to understand and enjoy this story; |
|---|--|

- | | |
|---|--|
| • | read between the lines to work out what is happening in this text; |
| • | identify how the author creates humour 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

- | | |
|---|--|
| • | Explain to the students that this is a humorous text written in the style of a science fiction story and set in outer space. |
| • | Find out what the students know about science fiction. You could make connections to their experiences of television programmes, cartoons, and movies as well as print texts. “What characteristics would you expect to find in science fiction writing?” (Making connections) |
| • | Share the learning outcome with the students. |

During reading

- | | |
|---|---|
| • | “What do you think the title might mean?” “Is this the way the expression ‘whole truth’ is usually written?” (Analysing and synthesising) “How does the title alert the reader to the kind of story it’s going to be?” (Forming hypotheses) |
| • | Have the students read to “Sweet as” on page 3. “What can you work out about the characters already? Which one is in charge? How do you know?” (Inferring) |
| • | Quickly clarify any terms that the students don’t understand, such as “HQ” or “black hole”. |
| • | Have the students read on to the end and think about what makes the story humorous. |

After reading

- | | |
|---|--|
| • | Get the students to share their ideas about the features of the story that make it funny (for example, the puns, hyperbole, and contrasting speech styles). (Analysing and synthesising) |
| • | Ask the students how well David Hill succeeded in making this a funny story. (Evaluating) |
| • | Ask the students to identify the words or phrases that remind them of science fiction books or movies. (Analysing; making connections) |
| • | Talk about how the story could be presented to an audience and how the differences between the two main characters could be represented. (Analysing and synthesising) |
| • | Reflect with the students on how well the learning outcome has been achieved and note any teaching points for future sessions. |

Revisiting the Text

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

- | | |
|---|--|
| • | The students could present the story as an audio play, using their voices to convey their characters’ personalities. |
| • | Read “Fridge-Rex 3000” by Simon Cooke in <i>School Journal</i> 2.3.05. This is another humorous science fiction story. |
| • | Use <i>Journal Search</i> to find other humorous texts by David Hill. In what ways are they similar to or different from this story? |

Nippers

by Jill MacGregor

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

Overview

This report describes a Beach Carnival Day hosted by the Paekakariki Junior Surf Club to celebrate the end of the season. It concludes with a paragraph about surf lifesaving 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?

An example of an appropriate teaching purpose is listed below.

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

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, including an introduction, background information, a clearly sequenced order of events, and a concluding statement |
| • | The vivid re-creation of a familiar beach scene |
| • | The messages embedded in the text about the value of hard work, competition, and community service |
| • | The sense of pace and energy conveyed by: |
| | –the use of the present tense |
| | –the starter's call |
| | –the quick-fire sequence of events. |

Readability

Noun frequency level: 9.5–10.5 years

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

- | | |
|---|--|
| • | Subject-specific language, for example, "Junior Surf Club", "lifeguards", "patrol flags", "surf hats", "rash vests", "Run Wade Run", "breakers", "marker buoy" |
| • | Words and concepts that some students may find challenging: "Nippers", "Paekakariki", "Carnival", "pumice", "patrol", "eliminated", "awkward", "In it for life". |

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

- | | |
|---|--|
| • | Familiarity with the beach and surf lifesaving |
| • | The students' experiences of belonging to a club and taking part in competitions |
| • | Familiarity with the features of a report. |

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

I will be able to:

- | | |
|---|---|
| • | use what I know to help me make sense of this text |
| • | think of questions as I read and search for answers in the text |
| • | create pictures in my head as I read |
| • | suggest 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

•	Read the title aloud and ask the students to look at the photos together. If necessary, explain that the term “nippers” is an old-fashioned term for children. Ask what other “beach” connotations the word might have (for example, crabs or crayfish). (Making connections)
•	Ask the students to share their experiences of surf lifesaving and/or of competing in fun events. (Making connections)
•	Have the students preview the text and then think, pair, and share questions they would want to ask someone learning to be a surf lifesaver. Record the questions on a chart. Ask the students to look for answers in the text as they read. (Asking questions)
•	Read and discuss the first two paragraphs with the students and support them in identifying the main idea in each paragraph. (Identifying and summarising main ideas)
•	“While you’re reading this report, I want you to think about what the scene looks like, sounds like, and feels like so you can imagine it in your heads.” (Visualising)
•	Share the learning outcome with the students.

During reading

•	Ask the students to read to “check the bodyboards” on page 7. “What is the main idea here?” “Who is cleaning the beach?” “Why are they doing it?” (Identifying main ideas)
•	“What words help you to make a picture of the beach in your head?” (Visualising)
•	Ask the students to read to “the finish line” on page 9, stopping after the description of each race to talk about what the nippers did and how they did it. (Identifying main ideas)
•	Ask the students to read to the end of the article. You may need to clarify that the prizegiving is for the whole season and not just the carnival.
•	Talk about the double meaning of Surf Lifesaving New Zealand’s motto “In it for life”.

After reading

•	Ask the students to reflect on their questions. “Did you think of other questions as you were reading?” “What was your best question?” “Did you find the answers to your questions?” (Asking questions)
•	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 are the nippers doing what they do?” Draw out the ideas that they’re working hard in their own time and that what they do has an important community purpose. (Identifying main ideas)
•	“Do you think they’ll stay with the club when they get older? Why or why not?” (Evaluating)
•	Ask the students to think, pair, and share ideas about why the author wrote this article. “Why do you think people want to become lifeguards?” “What would you need to do to be a good lifeguard?” (Identifying the author’s purpose)
•	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?

•	Use the author's techniques that encourage visualisation in this text as a model for the children's own writing.
•	Make a poster recruiting new nippers for the Junior Surf Club, incorporating some of the ideas gained from the article.
•	Invite someone who belongs to a surf lifesaving club to speak to the class. Get the students to prepare questions beforehand. They could use the visitor's responses to write a paragraph adding to the information in "Nippers".

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Great-grandpa

by Sue Gibbison

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

Overview

On the day after the planes crashed into the Twin Towers, a child goes to visit his great-grandpa. For Great-grandpa, 9/11 has brought back memories of the day in the war when he lost his hearing and began smoking. His response is to give up smoking in the hope that if he can do this, perhaps those who wage war could be persuaded to give up their guns.

The complex ideas make this a rich text that is more suitable to explore with older, fluent readers.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is listed below.

- | |
|---|
| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of making connections, identifying the author's purpose, or evaluating. |
|---|

Features of the Text to Consider in Context

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

- | |
|--|
| <ul style="list-style-type: none">The depiction of the close relationship between the child and Great-grandpa |
| <ul style="list-style-type: none">The structure of the text as a story within a story, using transitions between the present and past tenses |
| <ul style="list-style-type: none">The anti-smoking and anti-war messages |
| <ul style="list-style-type: none">The use of poetic language, such as the similes "as blue as the sky", "Quiet as the grave", "like the whole world is waiting", "Deaf as a doornail", and the metaphor "Questions are buzzing in my head" |
| <ul style="list-style-type: none">The use of a footnote to define "recce" |
| <ul style="list-style-type: none">The child's reflections (expressed as hopes) at the end of the story. |

Readability

Noun frequency level: 7.5–8.5 years (but see Overview)

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

- | |
|---|
| <ul style="list-style-type: none">The complexity of the ideas |
| <ul style="list-style-type: none">The pronunciation of "recce" and the use of the footnote |
| <ul style="list-style-type: none">Words and concepts that some students may find challenging: "Quiet as the grave", "Deaf as a doornail", "warmongers". |

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

- | |
|---|
| <ul style="list-style-type: none">Their recollections of 9/11 |
| <ul style="list-style-type: none">Their experiences of being close to older family members and listening to their stories |
| <ul style="list-style-type: none">Their awareness of smoking as an issue in the family or the community. |

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

I will be able to:

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- | | |
|---|--|
| • | use what I know about world events (for example, 9/11 or the Second World War) to help me understand the story |
| • | identify the author's purpose |
| • | evaluate the story and explain what I think about the author's message. |

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 explain that this is a story about a child visiting his great-grandpa. Talk about the students' own experiences with their grandparents or other older relatives. (Making connections) |
| • | Tell the students that the author of this story has a strong message to convey. Tell them that you want them to think about what this message might be as they read and to decide whether they agree with it. (Identifying the author's purpose; evaluating) |
| • | Share the learning outcome with the students. |

During reading

- | | |
|---|---|
| • | Ask the students to read to the end of page 12. "What do you think Great-grandpa's story might be about?" (Forming hypotheses) |
| • | Read on to "would know better by now" on page 13. "Was your hypothesis correct?" (Testing hypotheses) "What do you think Great-grandpa means by 'You'd think people would know better by now'?" (Inferring) "What is the author trying to get across in this section?" (Identifying the author's purpose) |
| • | Ask the students to read to the end of the story and think about the author's purpose for writing it. |
| • | "The author has used a simple family story to convey her message. Do you think this works well? Why or why not?" "Do you agree with the author's message?" (Identifying the author's purpose; evaluating) |

After reading

- | | |
|---|--|
| • | Discuss the phrase "gives up his pipe for peace". "Have you heard of a peace pipe?" "What is interesting about the author's use of this remark?" (Making connections; evaluating) |
| • | 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 about the mood of the story. "Where did it change? Why has the author done this? Is it effective?" (Analysing and synthesising; identifying the author's purpose; 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?

- | | |
|---|--|
| • | The students could write Great-grandpa's letter. Discuss what messages the letter could convey. "Are these the same as the messages the author is conveying in the story?" "Who is Great-grandpa going to write to?" "What is he going to say?" "Do you think it will make a difference?" (Evaluating) |
|---|--|

Pigeon Post

by Philippa Werry

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

Overview

This report includes an explanation of why and how the world's first airmail service was set up in New Zealand and describes the use of pigeons in the two world wars.

Suggested Teaching Purpose

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

Examples of an appropriate teaching purpose are listed below.

- | | |
|---|---|
| • | To support the students in developing the comprehension strategies of making connections, identifying the author's purpose and point of view, identifying main ideas , or evaluating |
| • | To help the students to learn about pigeon post as an early method of airmail communication. |

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 report, with an introduction and two extended examples |
| • | The information about the use of pigeons to carry messages |
| • | The introduction, which states two opposing attitudes towards pigeons and signals the author's opinion |
| • | The inclusion of historical information, including dates and key events |
| • | The use of brackets and footnotes to convey additional information. |

Readability

Noun frequency level: 9–10 years

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

- | | |
|---|---|
| • | The complexity of the concepts and information |
| • | Words and concepts that some students may find challenging: "pests", "loft", "ancient", "airmail", "steamship", "ploughed", "local", "steamer", "unofficial", "regarded", "communication", "trenches", "headquarters", "despite", "wounded", "honouring". |

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

- | | |
|---|---|
| • | Their familiarity with pigeons |
| • | Their knowledge of communication systems over time |
| • | Their familiarity with the report format |
| • | Their experiences of texts in which the author presents contrasting opinions. |

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

I will be able to:

- | | |
|---|---|
| • | use my general knowledge and what I know about reports to make sense of this article; |
| • | identify the author's purpose and point of view about pigeons; |
| • | 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

•	Read the title and ask the students to share what they know about pigeons. (Making connections)
•	Talk about the ways in which people communicate over long distances. Write up three headings: Today, Thirty Years Ago, and One Hundred Years Ago. Get the students to suggest the various means of communication that would fit under each heading. “What problems might people have had?” (Making connections)
•	Share the learning outcome with the students.

During reading

•	Read the introductory section (page 15) to find out what the author thinks about pigeons. “How do you know?” “Why do you think the author wrote this article?” (Identifying the author’s purpose and point of view)
•	“When people talk about ‘airmail’, what do they mean?” (Making connections)
•	Ask the students to read to the end of page 17. Prompt them to identify the main ideas in this section. “What was the significance of the shipwreck?” “Why was Fricker’s idea so important?” “What does the author mean by the ‘first regular pigeon mail service’?” “How did the pigeons know where to go?” (Identifying main ideas)
•	Ask the students to read page 18. “What new information does this section give you?” (Identifying main ideas)
•	Ask the students to read page 19. “How does this section help us understand the author’s purpose and point of view?” (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.
•	“Do you agree with the author that pigeons are special?” “What evidence do you have to support your opinion?” (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?

•	The students could debate the topic “Pigeons are pests”, drawing on the information from the article and on further research using other sources.
•	In pairs, the students could develop a timeline for the events in the story.
•	The students could read the article “Todd’s Pigeons” by Jan Trafford in <i>School Journal</i> 1.5.01 to add to the information they have gained about pigeons.

Spider's Web

by Alan Bagnall

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

Overview

At the school camp, Dion and Tama are first to pitch their tent. When they have to help Janine's group, they miss out on playing on the water slide. Their mischievous act of rebellion in knotting up the ropes rebounds on them when Janine's tent is the only one to withstand a sudden storm.

This story is likely to spark interesting discussions about the relationships between teachers and students and between students. The reader is led to infer that Janine has special 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 , making connections, or evaluating
•	To explore relationships between the members of a class and ideas about fairness, leadership, and responsibility.

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 information the reader must infer, including Janine's special needs
•	The characterisation and the relationships between the characters
•	The motivations and emotions of the main characters
•	The issue of fairness
•	The way the tables are turned on Tama and Dion
•	The use of dialogue to move the action along
•	The descriptive language
•	The use of colloquial language.

Readability

Noun frequency level: 7.5–8.5 years

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

•	The need to infer meaning
•	The unattributed dialogue
•	The colloquial expressions, which may be challenging for some ESOL students
•	Words and concepts that some students may find challenging: "teacher's aide", "corner peg", "sledge hammer", "bunchy knots".

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

•	Their experiences of camping
•	Their familiarity with class dynamics
•	Their experiences of classmates who have special needs.

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

I will be able to:

•	read “between the lines” of a story to find information and then explain why the characters behave as they do;
•	use my own experiences to help me understand the story;
•	talk about the effectiveness of this story and share my opinions about the ideas it contains.

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

•	Look at the title of the story and the illustrations on the opening pages and ask the students to predict what they think the story will be about. (Forming hypotheses) Encourage the students to share their experiences of camping. (Making connections)
•	Tell the students that authors often use a “show, don’t tell” approach, where the reader has to make inferences to work out what is happening and how people are feeling. (Inferring)
•	Share the learning outcome with the students.

During reading

•	Ask the students to read to the end of page 25. Prompt them to identify the inferences that they made about the setting, the occasion, and the characters and to justify them with evidence from the text. For example, ask the students what they’ve learnt about Janine. (Inferring)
•	“Is Miss Kelly being fair? Why or why not?” “How do you think the boys are feeling?” (Evaluating)
•	Ask the students to read page 26. “What’s going on here?” Draw out the students’ thoughts about the relationships between the boys and their teacher. (Inferring)
•	Ask the students to read on to the end of the story. “Why did Janine’s tent stay up?” (Identifying main ideas) “Why don’t Dion and Tama have to help with the clean-up?” (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.
•	“Do you think that Dion and Tama will unknot the tent?” “What makes you think this?” (Inferring)
•	Draw out the students’ ideas about Dion’s and Tama’s characters. Ask the students to go back through the story to find evidence to support their opinions about the characters and the relationships between them. (Inferring; analysing and synthesising)
•	Talk about the issue of fairness. “How do Tama and Dion feel at the end of the story?” “What does Miss Kelly think about them?” “What makes you think that?” (Evaluating; inferring) Draw out the idea that she was giving them a chance to develop leadership and responsibility.
•	Look at the paragraph beginning “The night is hot”. How accurate a description of a school camp is this?” (Making connections; 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 draw the outline of one of the main characters. Inside the figure, write words to describe how the character is feeling. Outside the figure, write the clues that show other people how they were feeling. (For example, they could have written that Dion was angry. Outside, they could write “He’s kicking the grass.”) |
| • | More advanced writers could write paragraphs that use a “show, don’t tell” approach to describe how a person is feeling. |

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Puppets

by Sue Gibbison

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

Overview

This article recounts how a group of students performed extracts from *School Journal* plays as puppet plays. The students explain how they made their puppets.

Suggested Teaching Purpose

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

Examples of an appropriate teaching purpose are listed below.

•	To support the students in developing the comprehension strategies of making connections , identifying main ideas, or analysing and synthesising
•	To help the students identify the procedural elements in the article
•	To help the students learn about puppets and puppet plays.

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 use of excerpts from <i>School Journal</i> plays that may be familiar
•	The features of a procedural text that are embedded within a recount
•	The instructions for making the puppets
•	The introduction, which takes the reader straight into one of the plays
•	The distinct sections
•	The shifts between the linking narrative, the excerpts from plays, and the students' explanations of the procedures for making the puppets
•	The journalistic style in which different students are quoted describing what they did
•	The use of dialogue, including excerpts from the plays and the students' own words
•	The unattributed dialogue
•	The colloquial language
•	The subject-specific language
•	The list of references.

Readability

Noun frequency level: 7–8.5 years

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

•	The sudden, dramatic beginning
•	The circular structure of the article, in which the phrase, "Five minutes to go" appears at the beginning and end
•	The shifts between present and past tense
•	The unattributed dialogue
•	The instructions for making puppets that are embedded in the article
•	The references to four other texts

- Words and concepts that some students may find challenging: “dude”, “slicked-back”, “gaudy”, “dashes”, “dangly”, “audience”, “launches”, “upstage”, “squabbling”, “stressed-out”, “papier-mâché”, “scrunched-up”, “moulded”, “cross-bar”, “tough”, “thicknesses”, “calico”, “louse”, “design”, “backdrops”.
- The colloquial expressions, which may be challenging for some ESOL students.

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

- Their familiarity with puppets and putting on plays
- Their familiarity with the *School Journal* plays referred to in the article.

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

I will be able to:

- use my knowledge of *School Journal* plays, puppets, and putting on a play to help me understand the text
- identify the main ideas
- talk about the structure of the 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

- Introduce the title and find out what the students already know about puppets. (Making connections)
- Tell the students that this text combines extracts from a class puppet show with the students’ explanations of how they made their puppets. Talk about the features of procedural texts. Tell them that you want them to look for the procedures for making puppets as they read. (Identifying main ideas)
- Share the learning outcome with the students.

During reading

- Get the students to read to the end of page 29, then pause to check their understanding. “How did you know that the ‘dude’ and the ‘blonde woman’ were puppets?” “What clues were there in the text or photographs?” (Identifying main ideas; analysing)
- The text on pages 30 and 31 combines three kinds of writing. Get the students to identify excerpts from the play, examples of procedural writing, and examples of narrative. (Analysing and synthesising)
- Encourage the students to talk about any experiences of their own that relate to what they have read. (Making connections)
- Read the final section (page 32) and talk about the way the author’s style changes. “What is happening?” “What does the reader have to do to follow the text in this section?” (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.
- Discuss the different types of puppet described in the text and the steps involved in making them. “Is there enough information for you to make one of them?” (Analysing and synthesising)

•	Talk about the structure of the text. “Does the first section describe a rehearsal, or is it the final performance?” “How do you know?” Compare this with the last section on page 32. (Analysing and synthesising)
•	“How did the students feel about the experience of putting on puppet shows? How could you tell?” (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?

•	Have the students use the information in the text to write instructions for making puppets. They can use the instructions to make puppets and then put on a class puppet show.
•	The students could read some of the <i>School Journal</i> plays used by Room 11.

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