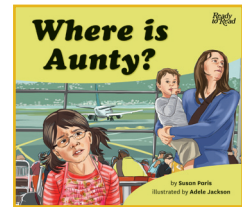


Where is Aunty?

by Susan Paris
illustrated by Adele Jackson

This text is levelled at Yellow 3.



Overview

Mum, Tara, and Luke need to pick Aunty up from the airport, but they are running late. When they arrive, they can't find her. Eventually, Mum decides to use her cellphone to solve the problem.

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

Text characteristics

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

Students will be able to: make connections to their own experiences of airports and/or of looking for people in a crowd; and search for information in the text and illustrations to form and test hypotheses about why the family can't find Aunty and what they will do.

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

Related texts

- Texts that include the use of communication technology: *Happy Birthday*, *Talking to Nanny* (Red)
- Texts that involve looking for something: *Where is Sam?*, *Where is Miss Pool?*, *Late for the Race* (Red); *Off Went the Light* (Yellow)
- Texts that feature the words “Where” and “Here”: *Are You Ready, Rosie?* (Yellow)

The opportunities for students to make inferences and form and test hypotheses, for example, to infer (on pages 2–3) that the family are getting ready to pick Aunty up from the airport, and to form and test hypotheses about why the family can't find Aunty and what they will do

The variety of verb forms (“come”, “is coming”, “looked”, “will be looking”, “parked”) that require students to attend to common inflections

The humour in the way that the family and Aunty keep missing each other, supported by the illustrations that show Mum and the children looking one way while Aunty (in the background) is heading the opposite way

The initial consonant blends (in “plane”, “stay”) and the initial digraphs (in “phone”, “She”, “She’s”) that require students to attend to initial clusters



The rhymes (in “can”, “ran”; “stay”, “today”; “got”, “lots”, “not”; “Here”, “Where”) that require students to attend to patterns in words



A range of punctuation to support phrasing, intonation, and meaning

The specific challenges that require students to monitor their reading and/or search for information in the text and illustrations, for example, to draw on the introductory discussion and cover illustration plus grapho-phonetic information to work out “plane” on page 2 and to work out, as the story unfolds, the purpose of the inset picture on page 3

The use of the pronoun “She” and the contraction “She’s”

The inclusion of dialogue, which features italics (on pages 9 and 10) and exclamation marks for emphasis to support intonation and meaning

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

To support word recognition:

- many high-frequency words, for example, “and”, “are”, “be”, “big”, “can”, “come”, “coming”, “for”, “get”, “go”, “got”, “here”, “into”, “looked”, “looking”, “Mum”, “not”, “of”, “out”, “said”, “see”, “She”, “They”, “today”, “up”, “us”, “went”, “Where”, “will”, “Yes”, “you”
- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations, for example, “airport”, “Aunty”, “car”, “park”, “downstairs”, “lots”, “parked”, “plane”, “phone”, “stay”, “upstairs”
- the compound words “airport”, “downstairs”, “into”, “today”, “upstairs”.

A suggested reading purpose

To find out where Aunty is and how the family find her

Setting a learning goal

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

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

This text provides opportunities for students to:

- make connections to a time when they have been late picking someone up and/or a time when they haven’t been able to find someone in order to form hypotheses about how the family might find Aunty
- use the illustrations and the unfolding storyline to review and refine their hypotheses
- draw on several sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations, to make meaning
- use punctuation (commas, speech marks, question marks, exclamation marks, and the italics) to support phrasing, intonation, and meaning
- evaluate the actions of the characters and suggest what they could do next time
- self-monitor – notice some errors in their reading, for example, realising they have lost meaning or that there is a mismatch between what they have read and the illustration, and take corrective action.

Introducing the text

- Discuss the cover illustration. *Who are these people? Where are they? How do you know?*
- Discuss what happens at airports. *What are these people doing?* The students should be able to infer that they are looking for someone. Confirm this and clarify who they’re waiting for by reading the title. If your students are unfamiliar with airports, use pictures of the different parts of an airport to support your discussion about what happens there.

- Read the names of the author and the illustrator.
- Encourage the students to share their experiences. *Have you ever been to the airport to pick someone up? Where did you wait for them?* Establish the idea that all arriving passengers come out of the arrival gate and most also have to collect their luggage, so it should be quite easy to find them. *Have you ever been in a busy place like the airport and not been able to find someone? What did you do?* You could use pictures to show the usual process and to describe the process. If possible, students who have a first language other than English could have the opportunity to discuss the airport and the processes in their first language before looking at the English.
- After these discussions, you could create a word map for airports, with words for people, things, and actions. This could be a chart that stays on the classroom wall. See [ESOL Online](#) for more information about word maps and other vocabulary activities.
- Share the reading purpose.

Reading the text

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

The students notice clues in the text and illustrations and make connections to their own experiences of meeting people at airports, to form hypotheses about what the family will do. They use the illustrations and the unfolding storyline to review and refine their hypotheses.

The students draw on several sources of information to make meaning.

- Title page – Have the students read the title.
- **Pages 2 and 3** – Discuss the illustrations together to establish where the family are and what they’re doing. The students should be able to infer (from Tara doing up her sandals and Mum tying up Luke’s trousers) that they’re getting ready to go to the airport to collect Aunty (and that these illustrations are of an earlier time than shown on the cover).
- Study the inset illustration on page 3. *Who is this?* The students may also be able to infer that at the same time that the family is getting ready, Aunty is about to board her plane.

- Have the students read pages 2 and 3 quietly to themselves. Expect them to use grapho-phonetic information to decode “stay” (and to confirm their attempt, using meaning) and to attempt “Tara”. If necessary, model articulating the initial sounds as you read. Confirm their attempt if the name is unfamiliar.
- If they’re not sure about Luke’s “baby talk”, have them role-play his action in the illustration (spreading his arms out like wings). *What might he be saying?*
- **Page 4** – Check that the students have made the inference that the family are going to pick Aunty up from the airport (this isn’t stated explicitly in the text). Look for evidence of the students searching the illustration to support them with reading the last line. Together, review where the family are and what they’re looking for, then have the students read page 5.
- **Page 6** – *Why did they run?* Remind the students of the introductory discussion so they can infer that the family don’t want to miss meeting Aunty at either of the two usual meeting places.
- **Page 7** – Expect the students to work out “upstairs”, for example, using their knowledge of airports, grapho-phonetic information (especially the word “up”), and/or noticing the family looking up in the illustration. Briefly discuss the contraction “She’s” on page 7, clarifying that “She” refers to Aunty and that “She’s” is short for “She is”.
- Have the students share their hypotheses about what the family will do now. Note the students’ discovery of Aunty in the far left of the picture.
- **Pages 8 and 9** – Have the students read page 8 (and notice Aunty in the background), then review the problem. Recall the earlier discussion of students’ experiences of finding people at airports. Look at the page 9 illustration and discuss what Mum might be saying on the phone.
- Have the students read page 9. The sentence context and illustration provide strong support for “phone”. Discuss the use of italics for “is”. *How is Mum saying this? I wonder what Aunty will say ...*
- **Pages 10 and 11** – Listen to the students read, noting their use of expression. If necessary, support the students with articulating the initial blend in “Stay”. *What is Mum’s idea for solving the problem?* Review the students’ hypotheses.
- **Page 12** – Have the students read and then review the reading purpose. *How did they find Aunty? Why was she hard to find?*

The students evaluate the actions of the characters and suggest what they could do next time.

- Have the students think, pair, and share in order to evaluate the characters’ actions. *What else could they have done? If you were waiting for a long time for someone to pick you up, what would you do? Draw out the idea that staying where you are is a good idea.*

The students notice errors in their reading and take corrective action, for example, by rereading from the beginning of the sentence.

- You are likely to notice students doing some self-monitoring during the first reading, but you can monitor more closely as the students reread the text quietly to themselves. Listen in, providing feedback to individual students and making notes about aspects that may need further attention.
- When students make an error, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.
- Some teacher questions and prompts that you could use if the students are not self-monitoring include: *Are you sure? Think about what would make sense. Does that look/sound right to you? Try that again.*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, *You said, “They run to the airport.” Can you see “run”? Read me the sentence again.* Or, if the student reads “Stay there you are” on page 11, you could say: *Does that sound right to you? Read the sentence again.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

After reading: practice and reinforcement

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

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

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation to support phrasing and expression. If necessary, review the purpose of the question marks and italics (pages 9 and 10) and practise rereading together with appropriate intonation.
- Have the students make a thought bubble to show what Aunty is thinking on page 8.
- Focus on the compound words in the text. Write them on cards and cut them into their component words. Discuss the strategy of looking for the biggest familiar part of a word when trying to work out an unfamiliar word. Mix the cards up and have the students work in pairs to recreate the compound words. Have the students in each pair read their completed words to each other. Create a chart of compound words and add to it as you come across others in new texts.
- Write “got” and “lots” on the whiteboard. Identify the “ot” rime and have the students find another “ot” word (“not”) on page 7. Have the students use magnetic letters to create other “ot” words. You can repeat the activity at another time with “can” and “ran” or “stay” and “today”.
- Have word games available that encourage sorting of words by common characteristics, such as initial consonant blends, rimes, inflected endings (“ed”, “ing”), or belonging to the same word family (“park”, “parked”, “parks”, “parking”).
- Use the words “Where” and “Here” to construct questions and answers based on the events in the book or on students’ own experiences of looking for someone.