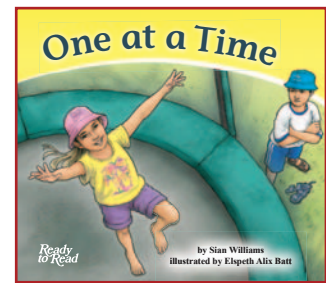


One at a Time

by Sian Williams
illustrated by Elspeth Alix Batt

This text is levelled at Orange 1.



Overview

Ella won't get off the trampoline, and Danny wants his turn. Mum has a rule that only one person is allowed on at a time, but Danny is tired of waiting. This narrative explores ideas about feelings, rules, and personal responsibility and is likely to generate lively discussion and critical thinking.

One at a Time provides opportunities for students to "flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and consider new ideas" and "draw on a wider range of comprehension strategies to help them think more deeply about what they read" (both from *The Literacy Learning Progressions*, page 13).

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45* CD as well as on an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

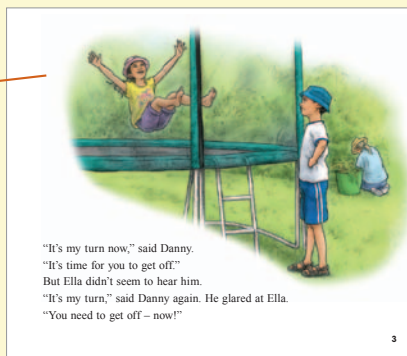
Health and physical education (level 1, safety management) – Describe and use safe practices in a range of contexts and identify people who can help.

Health and physical education (level 1, community resources) – Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

Text characteristics

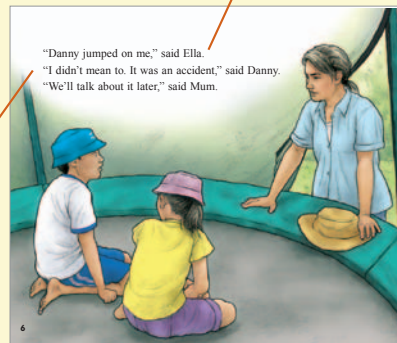
The students are working towards the standard for after two years at school. Many characteristics of Turquoise texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

Illustrations that support the meaning and may suggest new ideas or viewpoints, for example, on the cover and page 3, where the illustrations show Danny's frustration



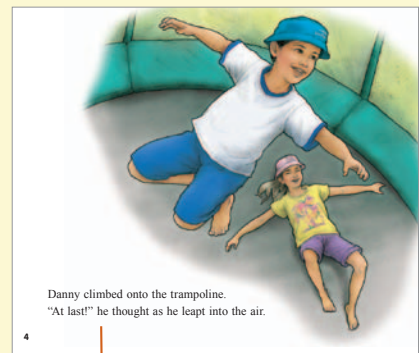
Frequent use of dialogue and more than one character speaking on a page

A mix of explicit and implicit content that provides opportunities for students to make simple inferences (for example, about how the characters are feeling) and form and test hypotheses (for example, about how the characters could resolve the situation)



The context of accidentally causing harm to someone, which may be outside the experience of some students, set within the familiar context of spending time with friends

The underlying themes of personal responsibility and caring for others



A variety of sentence structures, including compound sentences and a few complex sentences

Mostly familiar words, but some new topic words and descriptive language that are supported by the context and/or by illustrations, for example, "accident", "air", "broken", "climbed", "fault", "glared", "happened", "hospital", "hurting", "mumbled", "plaster cast", "raced", "screaming", "sighed", "sling", "trampoline", "X-rayed"

The irregular verbs forms "drove", "felt", "gave", "kept", "leapt", "thought"

A suggested reading purpose

To find out what happens in this story and why Mum has made the “one at a time” rule

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?)

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, be guided by their particular strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The characteristics of this text provide opportunities for students to:

- make connections to their own experiences and use information in the text and illustrations to make simple inferences and form and test hypotheses
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations to make meaning
- monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information
- think critically about the author’s message and form an opinion.

Introducing the text

- View the cover illustration and read the title.
- Discuss what the characters are doing and what they might be thinking.
- Draw on the students’ experiences of playing on trampolines or other equipment, including their knowledge of and attention to safety rules. *Why do you think this book is called One at a Time?*
- To support English language learners, you could highlight some of the key vocabulary during this discussion, perhaps using categories like the ones below.

Nouns	Verbs
trampoline	jump
mat	get on
springs	get off
turns	climb onto
	leap
	land

You may also need to explain the meaning of “one at a time”, noting that it means one person at a time but “person” is left out.

- Encourage the students to predict (form hypotheses about) what will happen in the story.
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want your students to demonstrate as they read and discuss this text on the first or subsequent readings. These are shown in bold. The behaviours are followed by instructional strategies you can use to support students to demonstrate those behaviours. **Select from and adapt** the suggestions according to your students’ needs and experiences.

The students make connections to their own experiences, use information in the text and illustrations to make inferences about how the characters are feeling, and form and test hypotheses about their actions.

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

The students think critically about the author’s message and form an opinion about why we have rules to keep us safe.

- **Title page** – Briefly discuss the safety features shown in the illustration.
- This text has strong links to students’ experiences, and there are no “right” or “wrong” answers, so it is likely to generate lively discussion. Allow plenty of time for the students to share their responses and ideas as they read.
- For students who would benefit from extra scaffolding into reading the text, you could give pairs photocopies of the illustrations on pages 2 and 3 and ask them to discuss what they see (using some of the language you’ve talked about in the introduction). Display both illustrations and have the pairs share their ideas and predict what they will read. Record key vocabulary during the discussion. Then have the students read pages 2 and 3 as below.
- **Pages 2 and 3** – Listen to the students as they read quietly to themselves. If necessary, confirm the characters’ names.
- Ask the students to summarise the situation. Check that they understand the main point that Ella has been on the trampoline for a long time (“jumped and jumped”) and isn’t showing any sign of getting off (“didn’t seem to hear him”). *How does Danny feel about Ella still jumping on the trampoline? How do you know?*

- Ask the students to form hypotheses about what Danny will (or should) do.
- **Pages 4 and 5** – *Is this what you thought would happen?*
- If necessary, explain the use of “as” to indicate two things happening at the same time (Danny thinking and leaping).
- Reassure the students about “leapt” as an alternative (and more common) form of “leaped”. If they are not sure about the meaning, prompt them to use information from the illustration.
- Expect the students to infer that Danny has hurt Ella’s arm. *What tells you that she is hurt?*
- Prompt them to think critically. *Why did Mum make the “one at a time” rule? Ask them to think, pair, and share their opinions about the children’s behaviour. If necessary, prompt them to consider both sides.*
- **Pages 6 and 7** – After reading page 7, discuss how Danny is feeling and why. *Is he upset because he’s going to be told off, or does he feel bad about Ella?*
- *Why is Mum choosing to talk about it later?* Expect the students to infer that Mum needs to get help for Ella quickly.
- **Pages 8 and 9** – Encourage the students to look for and discuss further clues to Danny’s feelings. If necessary, support the students with “mumbled”. *Have you ever hurt someone by accident? How did you feel? How is Mum feeling? How do you know?*
- **Page 10** – Prompt the students to make connections to their own experiences of accidents and hospitals to clarify the meaning of the interest vocabulary (“X-rayed”, “plaster cast”, “sling”).
- **Page 11** – If necessary, ask questions to generate discussion. *Why does Danny say it wasn’t his fault? Is he right?* Encourage the students to predict (form a hypothesis about) what Ella will say.
- **Page 12** – Have the students review their predictions. Encourage them to think critically. *What do you think about the way Danny and Ella sort it out? Is the rule a good one? Why or why not?* You could also have them discuss other ways that Danny could deal with the problem.

Monitoring during the reading

The students monitor their own reading and self-correct where necessary.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as they reread the text quietly to themselves or to a partner. Note their ability to use the punctuation and contextual information, including the vocabulary, to support phrasing and expression, especially of the dialogue (for example, “He glared at Ella”, “mumbled Danny”, “Mum sighed”).
 - When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
 - Draw attention to the students’ use of strategies by asking questions or giving feedback. For example, *How did you know that bit was wrong? Or, Well done. I noticed that you reread that bit when you got confused. How did rereading help you?*
 - If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:
 - If a student says “through” for “thought” on page 4, say *Try that again and think about what would make sense? Can you see something that would help?* If necessary, prompt them to notice the speech marks, which show what Danny is talking or thinking.
 - If a student reads “take” for “talk” on page 6 or “cried” for “carried” on page 7, say, *Try that again and think about what looks right, sounds right, and makes sense.*
 - If a student has difficulty with “plaster” on page 10, say, *What could you try now?* If necessary, prompt them to read the next word and recall the group discussion (or their own experience) of what happens to broken bones in a hospital.
- Base your prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Create charts to remind students about the strategies they could use when they read. Give feedback when you notice them adopting these new strategies.
 - 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 the students' needs during the lesson and should provide purposeful practice and reinforcement.

Select from and adapt the suggested tasks 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 or MP3 file. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Use the text as a link to a health and safety curriculum topic.
- Have the students create a chart with one column for Danny and one for Ella, describing how each behaves. Then have the students write a sentence about what each could do to avoid the accident.
- Encourage the students to identify situations or activities, at home or school, when it is appropriate for a “one at a time” rule, for example, walking out a door or playing on a slide. Have them think about why the rule is important for each situation or activity and then share their ideas with a partner. Write the ideas on a chart for them to refer back to or have the students create safety posters to display around the school.
- Have each student choose two pages that clearly show Danny's feelings and have them explain to a partner why the pages are important.
- Have the students add thought bubbles to photocopies of two or three pages to show what the characters (including Mum) are thinking at these points in the story. Have them share their pages.
- Identify some of the descriptive verbs in the text (“raced”, “glared”, “screaming”, “running”, “sobbed”, “cried”, “mumbled”, “sighed”, “smiled”) and discuss why the author chose to use them. *How do these words help to show what the characters are feeling?* Discuss how the students could use words such as these in their writing.

- If the students had difficulty with some of the irregular verb forms, arrange a mini-lesson on this aspect. You could incorporate it into a group or class shared writing lesson. Explain that most verbs in English have “ed” added in the past tense but some verbs change to a different form. Demonstrate this by using irregular verbs (within sentences) from the text. Create a chart together (drive/drove; feel/felt; give/gave; keep/kept; leap/leapt; think/thought) that the students can add to as they discover new examples.

Related texts

- Texts about feelings, relationships, and/or being responsible: *Mya's Finger*, *My Name is Laloifi*, *Shimbir* (Orange)