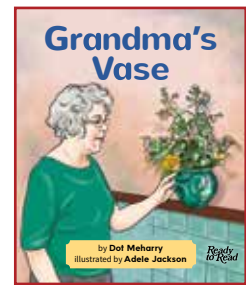


Grandma's Vase

by Dot Meharry
illustrated by Adele Jackson

This text is levelled at Red 1.



Overview

When Grandma's vase gets broken, Malia decides they can solve the problem by making a new one. She gathers up some materials from the recycling bin, and with Grandma's help, successfully creates a new vase. This text provides opportunities for students to make connections to their own experiences of special items, to relationships with grandparents, and to solving problems.

Grandma's Vase supports the development of a self-extending reading processing system, helping students "make meaning of the text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures, and also by using their expanding vocabulary and the illustrations" (*The Literacy Learning Progressions*, page 11).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

Health and Physical Education (level 1, relationships)
– Explore and share ideas about relationships with other people.

The Arts (level 1, visual arts) – Share ideas about how and why their own and others' works are made and their purpose, value, and context.

Related texts

- Texts about spending time with grandparents or other elderly people: "Nanny" (poem card); *Mrs Brown's Garden* (Red 2); *Earmuffs* (Red 3)
- Texts about things that are special to us: *T-shirts*, *The Crocodile's Christmas Jandals* (shared)

Text characteristics

The students are working towards the standard for after one year at school. Many of the 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.

The familiar context and setting



"I like this vase," said Malia.
"I like it too," said Grandma.

2



Grandma dropped the vase.
CRASH!
"Oh no!" said Grandma.

3

Illustrations that support and extend the meaning

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences, for example, why Grandma and Malia like the original vase and how they feel when Grandma drops and breaks it

Some visual language features that support meaning, for example, the use of bold text for emphasis on page 3

A range of punctuation, including speech marks, commas, and exclamation marks to support phrasing and meaning



"We can make a new vase," said Malia.
She got a tin and some paper.

4



Malia and Grandma ripped up the paper.

5

Dialogue between easily identified speakers

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, several of which ("a", "and", "I", "like", "said", "the") are repeated often

Interest words that are likely to be in the reader's oral vocabulary and are strongly supported by the context, sentence structure, and the illustrations, for example, "CRASH", "dropped", "glued", "paper", "ripped", "tin", "vase"

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what Malia does when Grandma's vase breaks.

Possible learning goals

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

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your 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 between their own experiences and information in the text and illustrations to make inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (print information, including punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases and gain control over using a return sweep with multiple lines of text
- notice some errors in their reading and take action to self-correct.

Introducing the text

Use your knowledge of your students to ensure that your introduction to the text activates their prior knowledge and supports them for a successful first reading. As part of the discussion, feed in new vocabulary and language structures they will meet in the text.

- To provide support for English language learners, give pictures of key vocabulary, (for example, "CRASH", "dropped", "glued", "paper", "ripped", "tin", "vase", "Grandma") and tell them these things are in the story. Provide the English words (verbally and in writing next to each picture) and ask them to repeat them. Give them the pictures all mixed up and support the students to match the words with the pictures. Say each item again. Have the words and pictures on hand so the students can refer to them during and after the reading.

- Read the title and use the cover illustration to identify the vase. Start a discussion about it, for example, what it's being used for, the patterns on it, and why Grandma might like it. *Does your family have special ornaments they love? Where do they put them to keep them safe?*
- Encourage the students to share their responses to the title page illustration and to predict Grandma's reaction. *How will Grandma feel about this? What will she do?* The students may suggest gluing the vase together or buying a new vase. Introduce the idea of another possibility. *I wonder if there is something else they could do?*
- Share the reading purpose.
- Turn to page 2. *This page tells us the girl's name: Malia.*
- Browse the illustrations together and discuss what is happening. Rephrase the students' responses or use prompts to elicit new language structures and vocabulary, for example:
 - to introduce the sentence structures on page 2 and the use of "it" in line 2: I see that Malia is smiling. Does she like the vase? What do you think Malia might be saying? I wonder if Grandma likes it, too.
 - on page 4, discuss the items in the recycling bin and encourage the students to predict Malia's plan. What can they make with the tin and the paper?
 - on page 7, support the switch from "Malia" to "She" by asking What did she do next?
- Return to the students' earlier predictions and remind them of the reading purpose.

Monitoring the reading

- Observe closely as the students read the text to themselves, intervening only if a student needs help. (Some possible prompts are provided below.)
- Note their use of initial letter information, their ability to read the high-frequency words and to read groups of words together in phrases, their attention to basic punctuation, and any instances of self-monitoring and self-correction.
- Provide support for individual students as necessary. For example:
 - page 3 – if a student has difficulty with the word "CRASH", prompt them to think about what word would make sense. If necessary, provide more support: What noise would you hear when the vase smashed?

- page 4 – if a student is stuck on “make”, direct their attention to meaning and structure. What is Malia going to make? What is she saying? If necessary, reread up to the unknown word and pause, or place stress on the initial sound: We can m_____ ...
- If a student makes an error without noticing, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Use appropriate prompts to draw their attention to the error. For example:

Text	Student reads	Teacher prompt
“I like this vase,” said Malia.	“I like this jar,” said Malia.	<i>You said “jar” – does this word start like “jar”? What else could it be? Try that again.</i>
Malia and Grandma ripped up the paper.	Grandma and Malia ripped up the paper.	<i>Were you right? Try that sentence again.</i>

- Other prompts you can use to encourage self-monitoring include: *Did that look/sound right to you? Are you sure? Were you right? Try that again.; Think about what would make sense.; Look at the beginning of the word.; Read the sentence again.*
- Remember to base these 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. In this case, an explanation and further examples would be more effective.
- Give feedback (without overly disrupting the flow of the reading) when the student self-monitors. For example, *You said, “I like the vase” and then you changed it. How did you know that word was “this”?* For further suggestions about ways to support self-monitoring (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.
- As students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text

- Remind the students of the reading purpose and have them retell (summarise) what Malia did after Grandma dropped the vase.
- Enjoy rereading page 8 together, modelling expressive reading. *They look very pleased on this page. How might they say that?*
- Encourage the students to think critically. *What have you found out about Malia and Grandma?* For example, the students could infer they like each other, they like being together, that Grandma loved the first vase, that Malia wants to make Grandma happy again, and that Malia knows how to make a papier-mâché vase (maybe she has made one before).
- Encourage the students to make connections to their own experiences. *Do you spend time with your grandma or grandad? What do you do together? Have you ever made something together?*

After reading: practice and reinforcement

After-reading tasks should provide purposeful practice and reinforcement. **Select and adapt** these suggestions according to what you have observed about the needs of your students. Where possible, make links to other texts including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

- Have the students reread the text aloud to a partner. Listen in, providing feedback and noting the students’ ability to self-monitor and to use the punctuation to support phrasing and expression. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed. The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to enjoy reading other stories and poems with similar themes (see Related texts). This also helps to extend their comprehension.
- Encourage expressive, fluent reading by having the students reread the story to another student. Ask them to make it sound really interesting.

- Use cut-up copies of the illustrations and co-construct captions to summarise the story. Have the students use further cut-up copies of the illustrations (without the captions) to retell or summarise the story orally in pairs. Then have them write captions for the illustrations or fill in gaps in captions you provide (for example, “Grandma _____ the vase”).
- Ask the students to share their ideas about what Malia might be thinking on page 3. Record their ideas and model how to add a thought bubble. Have them draw their own picture and write or choose a caption as a thought bubble.
- Reread pages 5–7 and role-play the conversation Malia and Grandma might be having as they make the new vase. Students could then practise a role-play in pairs and perform it to others.
- Plan for the students to make their own vases (or other items) out of recycled materials and use this activity as a basis for language experience writing.
- Have the students paint, draw, or create a ripped paper picture of a vase and write a sentence describing it or why they like it.
- Ask students to locate high-frequency words.
Can you find the word “like”? Now can you find “like” on this page? Read the sentence that tells you who likes the vase on this page (page 8).
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Where appropriate, provide bilingual word games and activities.



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