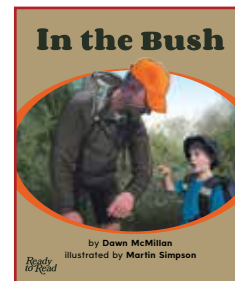


In the Bush

by Dawn McMillan
illustrated by Martin Simpson

This text is levelled at Red 3.



Overview

While Dad and Harry are walking in the bush, a stick lands on Dad's arm – or at least that's what Dad thinks. Harry looks more closely and realises that it's a stick insect. When the stick insect starts to walk up Dad's arm, Harry carefully puts it onto a tree.

Students will be able to make connections to their own experiences of insects and walking in the bush.

This text 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

Science (Living World) – levels 1 and 2 – Ecology: Recognise that living things are suited to their particular habitat.

Related texts

- Texts about outings and family activities: *What Does the Tide Bring In?* (shared); *At the Beach* (Magenta); *Rain, Rain* (Red 2); *Walking to School* (Yellow 1)
- Texts featuring small creatures: *Watch Me!* (shared); “Clickety Click”, “Cicada”, “Buzzy Bee”, “Crab” (poem cards); *Old Tuatara* (Magenta); *A Bird in the Classroom* (Yellow 2)

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 boxes with a solid outline. Other boxes show additional characteristics.

The familiar context of a family outing

Sentences that run over more than one line but do not split phrases, supporting phrased reading and fluency

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

To support word recognition, many high-frequency words, (for example, “a”, “and”, “at”, “for”, “I”, “Look”, “on”, “said”, “See”, “to”, “up”, “went”)

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, “arm”, “eyes”, “feelers”, “insect”, “legs”, “stick”, “stick insect”, “tree”



Dad looked at his arm.
“See, Dad! That's not a stick.
That's an insect,” said Harry.



Harry looked at the stick insect.
“Look, it has six legs,” he said.
“And it has feelers and eyes.”

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences, for example, about why Dad thought the insect was a stick

Illustrations that support and extend the meaning

Dialogue between easily identified speakers

Suggested reading purpose

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

We are reading to find out what happens when Dad and Harry go for a walk in the bush.

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’ needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text is designed to provide opportunities for students to:

- make inferences by making connections between their own experiences and the information in the story
- 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
- notice some errors in their reading and take action to self-correct.

Introducing the story

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.

- Use the title and the cover illustration to generate discussion about the students’ experiences of going for a walk in the bush, a local park, or a public garden.
- Tell the students this is a story about Harry and Dad and something they see in the bush. Share the reading purpose.

- Turn to the title page and enjoy their response to the illustration. Encourage them to share their ideas (or their knowledge) about what could be on Dad’s arm: *I think it looks like a stick. Have a closer look. Have you ever seen a stick insect?* If possible, have an enlarged image of a stick insect to show them. This is an opportunity to elicit or feed in the words “feelers”, “legs”, and “eyes”.
- Share the reading purpose. Browse through the book, looking at the illustrations together, and discuss what is happening. Rephrase the students’ responses or use prompts to elicit new language structures and vocabulary, for example:
 - on page 3 – the words “That’s” and “stick”. *What do you think Harry and Dad are talking about?*
 - on page 5 – expect the students to confirm it’s an insect, not a stick. Reinforce the interest words “legs”, “feelers”, and “eyes”: *What is Harry noticing about the stick insect?*
 - on page 6 – the phrase, “Don’t worry”. *Dad is looking a bit worried. Does Harry look worried? What will he say?*
- For English language learners, provide the new interest words orally, then write them in a list – accompanied by an illustration. Support the students to say the words and to refer to their list as they read.
- Remind the students 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 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. 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. For example:
 - page 3 – if a student has difficulty with the word “That’s”, prompt them to use meaning and structure: *Is that a stick? What will Harry say to Dad? If necessary, prompt them to attend to familiar visual information: Look at how it starts. It starts like “the”. Try it again. You could model reading the line, pausing at “Th”: “No! Th ...”*

- page 5 – if a student needs support with “legs”, “feelers”, and/or “eyes”, prompt them to think about the meaning: Look at the illustration.
- Other possible examples:

Text	Student reads	Teacher prompt
Dad said, “Look! I have a stick on my arm.”	Dad said, “Look! I have a stick insect on my arm.”	<i>Read that sentence again and check the words.</i>
The stick insect walked up Dad’s arm.	The stick insect went up Dad’s arm.	<i>That makes sense. This word starts like “went”, but does it look like “went”? Read that again and check it makes sense and looks right.</i>

- Other prompts that 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 disrupting the flow of the reading) when the student self-monitors. For example, *You said, “That’s a insect”, and then you changed it. How did you know that word was “an”?*
- 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.
- 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 ask them to identify what happened. (summarise) Encourage them to refer to the story to show how they know, for example: *What happened at the start of the walk? Can you find the place that tells us that? What does Harry tell us about the insect? Can you find those words?*

- Prompt them to think critically. *What are all the things we know about stick insects from reading this book? Make a list of the students’ ideas. Why do you think Harry was so careful putting the stick insect back in the tree? (Some students may suggest that Harry is scared of the stick insect. Although stick insects will walk onto your hand, it is not advisable to pick up a stick insect because you could damage one of its legs.)*
- Discuss what Dad might be thinking on page 6. *Have you ever had an insect walk on you? What did it feel like?*

After reading: practice and reinforcement

After-reading tasks should provide practice and reinforcement. **Select from 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.
- Provide many opportunities for the students to reread this text and to read other stories and poems with similar themes (see Related texts). This also helps to extend their comprehension.
- The students can also 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.
- Encourage expressive fluent reading by having the students reread the story to a buddy. Ask them to make it sound really interesting. This could be followed up by talking to the buddy about a time they walked in the bush and insects they have found.
- Have the students reread the text. Draw attention to the use of “That’s” rather than “That is” on pages 3 and 4 and track the longer sections of Harry’s dialogue on pages 4, 5, and 8.

- Provide a copy of the illustration on page 6 and have the students create a thought bubble to show what Dad might be thinking. If necessary, model some thoughts.
- The students can draw or paint a picture of a stick insect and write a description, using information from the text and the list made during the earlier discussion. Provide scaffolding for students who need it. Give them sentence starters (“That’s”, “It is”, “It has”, “It likes to be”) and sentence endings (“a stick insect”, “six legs”, “feelers and eyes”, “on the tree”). Have the students either match the endings to the starters or write the endings. Encourage them to refer to the text to locate the correct endings.
- Encourage the students to draw and write about their own experiences of interesting or surprising insects they’ve found.
- Provide printed images or ask the students to draw a diagram of an insect they are familiar with. Ask them to add a caption (“This is a …”) and use the key words in the text (“insect”, “legs”, “feelers”, and “eyes”) to label it. With your support, they can use the same sentence starters you used for the “stick insect” task to create sentences about their chosen insect.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games and activities where appropriate.



[New Zealand Government](http://www.govt.nz)