

Ready to Read Update September 2015

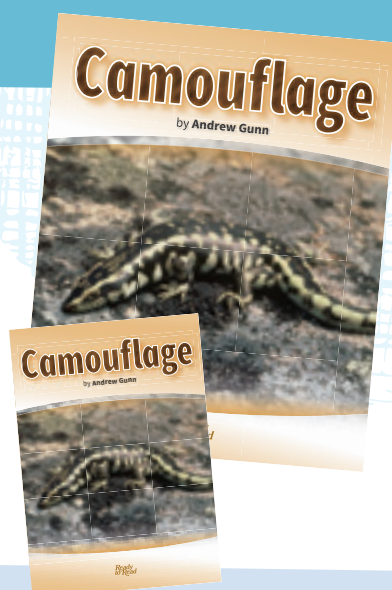
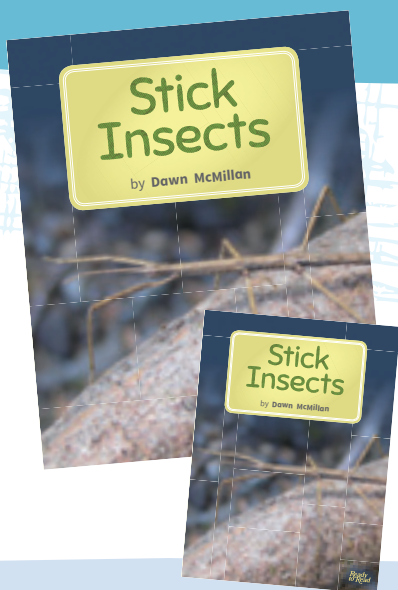


New books for shared reading

Stick Insects and Camouflage

The Ministry of Education is delighted to provide two new Ready to Read non-fiction books for shared reading. Both of these books are reports and support the Living World strand of the Science curriculum.

Stick Insects describes the characteristics of stick insects and includes visual language features such as labelled diagrams, subheadings, text boxes, and bold print for key words. It has a thematic link to the guided text *In the Bush* (Red 3).



Camouflage is a more complex text. It has a wide range of visual language features and describes what camouflage is and how creatures use it. It has links to several other Ready to Read and *Junior Journal* texts.

Feedback from trialling

All Ready to Read books are trialled before publication. Read some teachers' comments about these engaging new books.

The students loved the theme of the text, and had a lot of prior knowledge to bring to the reading. They were delighted with the photographs and the New Zealand creatures were common enough for the students to know what they were.

The layout of the book presented new ways of looking at text – the questions as headings were often the same as the questions the children had wanted to know prior to the reading.

It was high interest and great to have some non-fiction with a New Zealand context.

The text encourages curiosity and draws the children in.

Children were able to use the text to find answers to their wonderings.

High interest and a topic that we don't have many books about.

Shared reading

Shared reading builds fluency, vocabulary, and comprehension; encourages enthusiasm for and enjoyment of reading; and fosters understanding of the features of a wide range of texts (including narrative, poetry, and non-fiction texts). It gives students access to texts that would otherwise be too difficult for them to read independently. (See the 21 November 2011 issue of the *Education Gazette* for a full discussion of shared reading of fiction.)

Increasing access to non-fiction

Stick Insects and *Camouflage* support one of the recommendations of the 2013–14 Ready to Read review – to increase access to non-fiction through shared reading.

Shared reading books are not linked to colour wheel levels but there is an indication on the backs of the books as to when they might best be introduced to students. For example, *Stick Insects* may be read with students right from school entry or used as a model for report writing for older students. *Camouflage* is a longer, more complex text and may be better suited to students from year 2. Teachers can decide on the appropriate levels according to their reading purposes and knowledge of their students.

These new non-fiction shared books affirm the importance and appeal of reading non-fiction texts right from school entry.

These big books are accompanied by small books for students to read and enjoy independently once they are very familiar with the book through repeated shared readings. As with all Ready to Read books, there are teacher support materials and audio versions at www.readytoread.tki.org.nz

Why use non-fiction texts for shared reading?

Here are some of the ways in which shared reading of non-fiction texts can support students' reading and content area learning. Shared reading of non-fiction:

- increases students' access to non-fiction texts, expanding their range of materials and supporting them to develop their personal reading preferences, both in regard to genre and to topics
- provides high-interest reading experiences and a springboard for wider reading around a topic
- provides exposure to ideas that may be outside students' direct experiences, building their knowledge of the world
- introduces students to the features of non-fiction texts, including particular text structures and uses of language
- supports specific cross-curriculum purposes
- supports processing behaviours that students can apply as they attempt the texts for themselves after multiple shared readings
- provides opportunities for students to apply comprehension strategies to non-fiction texts
- builds students' understandings of the ways that non-fiction texts can be read (which can be different to reading fiction). For example, rather than always reading from start to finish, readers may focus on sections of particular interest, search for specific information, or use visual language features such as text boxes or a glossary to support word-solving and comprehension.

We'd love to hear from you

We know you will enjoy sharing these engaging new books with your students. Please share your feedback about your use of these books and your ideas for further non-fiction texts for shared reading by contacting our publishing provider at: readytoread@lifededucation.com

Replacement copies of Ready to Read may be ordered from Ministry of Education Customer Services, online at: www.thechair.minedu.govt.nz by email: orders@thechair.minedu.govt.nz or freephone 0800 660 662, freefax 0800 660 663



New Zealand Government

A stick with legs!

What can you see in the photo? It looks like a stick, but it has legs.

Look closer. It is an **insect**. It is a **stick insect**. The Māori word for a stick insect is **rō**.

What is an insect?

An insect has six legs. An insect has **antennae**. An insect has three body parts. The body parts are called the **head, thorax, and abdomen**.

Antennae are also called feelers. Stick insects have very long feelers. They have very small heads.

What is camouflage?

What can you see in this photo? An animal? A plant? Can you tell which parts are the animal and which parts are the plant?

Many animals have colours, markings or shapes that make them hard to see. This is called **camouflage**. The animal in the photo is a Wellington green gecko. It lives in the tops of trees. Birds live in trees, too – and birds eat geckos. The colour and markings of this gecko help it to hide from the birds.

If we change the colour in the photo, the gecko is easy to see.