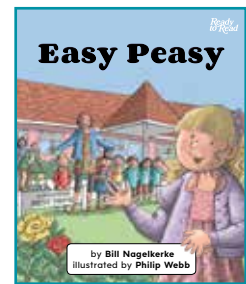


Easy Peasy

by Bill Nagelkerke
illustrated by Philip Webb

This text is levelled at Turquoise 1.



Overview

The phrase “easy peasy” appears often in this story about a group of school children who visit a rest home to entertain the residents. *Easy Peasy* makes strong connections to students’ experiences of performance and of overcoming challenges. It also provides opportunities to explore ideas about being part of a community and caring for others.

This story requires students to “flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and consider new ideas” and to “draw on a wider range of comprehension strategies to think more deeply about what they read” (*The Literacy Learning Progressions*, page 13).

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

Cross-curriculum links

English (levels 1 and 2): Selects and reads texts for enjoyment and personal fulfilment.

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

Related texts

Stories about being shy or nervous: *Joe’s News* (Green 3); *My Name is Laloifi* (Orange 1); *Kapa Haka* (Turquoise 2); *That’s the Way* (Purple 1)

Texts about relationships with elderly people: *A Special Visit to Koro and Nanny* (Orange 1); *Isobel’s Garden* (Turquoise 1); *Treasure from the Sea* (Purple 1); “Pen Pals” (JJ 56)

Texts about performing: *Kapa Haka* (Turquoise 2); “Fronting the Show” (JJ 41)

Texts about helping others: *My Brother* (Green 1); *Mum’s New Job* (Green 2); *Whai – String Games* (Green 3); *Isobel’s Garden* (Turquoise 1); *Duckling Palace* (Purple 2)

Text characteristics

Easy Peasy has the following text characteristics that help develop the reading behaviours expected of students reading at Turquoise.

A mix of explicit and implicit content that provides opportunities for students to make predictions and inferences

A setting that may be outside the students’ prior knowledge but can be easily related to it

Illustrations that support the meaning and may suggest new ideas or viewpoints

Several compound words (“everybody”, “everyone”, “inside”, “outside”, “someone”, “Waterside”, “without”) and words with prefixes or suffixes (for example, “microphone”, “disappeared”, “uncovered”, “powerful”, and the adverbs “loudly” and “suddenly”) providing opportunities for students to apply and extend their knowledge of word structure



Words and phrases in te reo Māori, many of which will be familiar to students in their spoken form (“kai”, “Tēnā koutou”, “haka”, “TAHI, RUA, TORU, WHĀ”)

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

Mostly familiar words, but some new vocabulary (for example, “Easy peasy”, “rest home”, “afraid”, “concert”, “piano”, “residents”, “lounge”, “microphone”, “Waterside”, “enjoy”, “powerful”, “magic”, “disappear”, “believe”, “lemon squeezy”, “audience”, “scared”, “uncovered”, “introduced”, “acts”, “poem”, “nervous”, “carers”, “breath”, “loudly”, “several”, “Encore”, “grin”) that is strongly supported by the context, the sentence structure, and/or the illustrations

Reading standard: After two years 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?)

To find out what happens at the concert

To think about why the story is called *Easy Peasy*

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 according to your students’ strengths, 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, over several readings, to:

- **make connections** between their own experiences and information in the story to **make predictions and inferences**
- identify the main elements in the story (**summarise**)
- **make meaning** by searching for and using multiple sources of information rather than one source
- **monitor** their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

Introducing the story

- A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>
- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading.

For English language learners, you could talk through the cover illustration and the first few pages before the whole-group session to build confidence with vocabulary. You can find useful guidance about supporting English language learners at <http://esolonline.tki.org.nz/ESOL-Online/Planning-for-mystudents-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS>

- Have the students read the title and use the cover illustration to discuss the setting. Draw attention to the sign (Waterside Rest Home) and the carer

and resident with a walker in the background to build understanding of what a rest home is. Feed in the term “residents”. Encourage the students to share any experiences they have of visiting rest homes or of spending time with elderly relatives. *Why do you think the children are visiting the rest home?*

- Expect the students to predict that the girl in the foreground (Sarah) will be a main character. Draw their attention to the title and encourage them to share any questions or predictions they have about why the story is called *Easy Peasy*.
- Expect the students to infer from the title page illustration that the children have come to perform for the residents. Briefly discuss the acts the children are doing. If necessary, prompt them to notice that Sarah is now looking worried. *What might she be worried about?* Encourage the students to make connections to their personal experiences of performing.
- As you discuss the illustrations, draw out or feed in interest vocabulary that students will meet in the story.
- Expect the students to notice on page 2 that Sarah is looking worried here too. Encourage them to predict (or wonder) what the teacher is saying to her.
- Use the illustration on page 3 to build or confirm the students’ ideas of what a rest home is like. Draw attention to the boy (Gus) in the bottom left-hand corner, using the microphone. *What do you think he is saying to the residents?*
- Share the purpose/s for reading. You could provide the students with sticky notes to mark words or questions they might want to come back to or discuss after the reading.
- The students could begin reading the story for themselves or, if you think they need more support, you could discuss the illustrations on pages 4–5.

Monitoring the reading

- Observe as the students read the story by themselves. Increasingly, the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the text and you are rereading and discussing it as a group. Only intervene on the first reading if it’s clear that a student needs help. There will be opportunities to provide further support with word solving and comprehension on subsequent readings.
- If a student makes an error without noticing, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice and fix it. Use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
She's broken her arm.	She's broke her arm.	<i>That's almost right. Check the end of the word ... see the "n"? The word is "broken". She's broken her arm.</i>
"That will be the morning tea for the residents,"	"That will be the morning tea for the res- "	<i>Well done, you've read the first part of the word. Try the next bit ... and the next ... If the student reads the word correctly but clearly doesn't know what it means, remind them (from the introductory discussion) what a resident is.</i>
The residents were waiting in a big lounge.	The residents were waiting in a big large .	<i>A big large? Does that make sense to you? what do we call the room where the residents are waiting?</i>
Sarah could see the residents were smiling and tapping their feet.	Sarah could see the residents were smiling . They tapped their feet.	<i>That makes sense, but there is no full stop after "smiling". Try that again. Read till you get to the full stop.</i>
"Encore!"	" En- " The student stops reading.	Tell the student the word. (They will find out its meaning as they read on.)

- Other prompts that you could use include: *Are you sure?; Is there a part of the word that you know?; Can you find your mistake and fix it?; What can you see in that word that will help you?; Can you break that into chunks?; What sound could that make?; What else could you check?*
- 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 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, or simply telling them the word.
- Reinforce the students' attempts to problem-solve, whether they are successful or not.
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing and rereading the story

- You and the students can revisit this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into "After reading" activities.
- Encourage the students to share their responses to the story. Check they understand the joke at the end by asking them how they would make the morning tea "disappear". *Why did the rest home carer say this was a magic trick?*

- Remind the students of the purpose for reading and encourage them to think critically:
 - *Why were the words "easy peasy" important in the story? What did these words mean for Tina? For Bert? For Sarah? For all the children at the end of the story?*
 - *Why did Bert offer to play the piano for Sarah?*
- Have the students reread the story, stopping to discuss points of interest. You can explore such features as:
 - how Sarah's feelings changed and why. Prompt the students to make inferences using evidence in the text and illustrations, and making connections to any of their own experiences. You could record their ideas in a table like the partially completed one below. Discuss the fact that the title page illustration shows a time in the story that happens *after* the events on page 2.

Page	Sarah's feelings	Our evidence
Cover	happy excited	She's smiling. Miss Williams looks pleased to see her. We would feel excited if we were going to be in a concert.
Title page	nervous worried	She looks like she has a problem. She knows Alei isn't coming.
2	nervous worried scared	Miss Williams has told her that Alei isn't coming. She looks worried. When Miss Williams says "You'll be fine," the story says that Sarah "wasn't so sure".

- the uses of the phrase "easy peasy"
- the descriptive language, for example, how the author describes the haka or the response of the audience. *How do you know the residents were enjoying the concert?* You could also discuss the use of the adverbs "Suddenly" (page 6) and "loudly" (page 7). Read the sentences in which these words appear both with and without the adverbs to draw out the idea that they add extra detail and impact.
- the vocabulary associated with performing. The students could create a word web using words from the story and elsewhere, looking for ideas in the illustrations and making connections to their own experiences.
- the information about rest homes.
- how Tina's magic "trick" worked. The students could try it out for themselves to clarify the joke.
- the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is. Encourage the students to read the dialogue in a way that reflects the unfolding storyline.

- aspects the students had marked with sticky notes, for example, parts they especially enjoyed or words they weren't sure of. Discuss how the students worked out (or tried to work out) unfamiliar words, for example, thinking about what made sense, looking for the biggest known part of the word, rereading. Clarify the pronunciation of the names and the word "Encore!"
- interesting aspects of spelling or word structure, such as:
 - the two different sounds for "c" in "concert"
 - the components of the compound words
 - the impact on meaning of adding the prefixes "un" and "dis" (in "uncovered" and "disappeared") or adding the suffix "ful" to "power" to mean "full of power". You could explore other familiar examples (unhappy, unsure, dislike, disagree, beautiful, careful).
 - "broken" as a form of the verb "break". Explain that some verbs have several different forms (break, broke, broken; eat, ate, eaten; wake, woke, woken). You could model some sentences using very common examples (She's broken her arm. Monster has eaten his lunch. The baby has woken up.) There is no need to go into a lot of detail here. The purpose is to raise students' awareness.
- Provide opportunities for the students to reread this book and to read books with similar themes (see Related texts).
- Use an adaptation of a [Say It](#) activity for students to practise inferring and use new vocabulary that they have met in the story. While this activity is particularly supportive for English language learners, it is useful for all students. Write "Say It" prompts on cards for the students. Suggestions include:
 - You are Miss Williams. Tell us how you felt when you were watching the haka.
 - You are Sarah. Tell us how you felt when you found out Alei wasn't coming (or when you sang the songs a second time).
 - You are Tina. Tell us how you felt when you were doing your magic tricks.
 - You are Bert. Tell us how you felt when you saw Sarah looking so worried.
 - You are one of the residents. Tell us how you felt about the concert.
- The students could create thought bubbles for Sarah on pages 2, 6, and 7.
- Ask the students to draw and write about a time they felt nervous about something (why they felt nervous, what happened, and how they felt afterwards).
- The students could write about what the term "easy peasy" meant for two or three of the characters.
- Build students' knowledge of word structure. For example:
 - Give the students cards with the component words from the compound words in the text and have them work in pairs to reconstruct them. Also give them blank cards to write on so they can create new compound words (for example, every-body, out-doors, water-fall, some-body).
 - Remind the students that the prefix "un" has the effect of creating opposites (as in "covered" and "uncovered"). Provide students with a list of other familiar words that use the "un" prefix (for example, uncomfortable, untidy, unsure, unwell, unkind) and have them choose two words each and draw pictures to illustrate the meaning of the words with and without the prefix.

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students' needs during the lesson and provide purposeful practice and reinforcement. 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, word games and activities) and other curriculum areas.

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

- Ask the students to reread the story with a partner. They could read each other alternate pages. Listen in, noting their ability to self-monitor and use 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.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide good models of pronunciation, intonation, and expression for English language learners.