

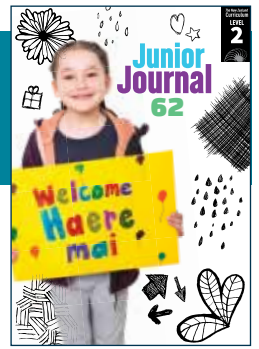
A School Comes Home

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Level 2

Gold 2



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10. This teacher support material describes the opportunities in “A School Comes Home” for students to develop the behaviours expected when reading at Gold.

Overview

This recount describes a campaign by Redcliffs School and its local community to save their school after it was closed because of damage from the 2011 Christchurch earthquakes. “A School Comes Home” includes comments from past and present students and a timeline of events. It provides opportunities for students to consider ideas about communities, responding to challenges, and ways of communicating important messages. There are several other pieces linked to ideas about communication in this journal.

“A School Comes Home” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (*The Literacy Learning Progressions*, page 14).

There is a PDF of this text and an audio version as an MP3 file at www.juniorjournal.tki.org.nz

Related texts

Texts about using signs and messages to influence others: “Top Bear”, “Making a Sign” (in this journal)

Non-fiction texts about school projects or school communities: “Our Recycled Worm Farm” (JJ 40); “Our Gifted Garden” (JJ 49); “Dig In!” (JJ 52); “Pen Pals” (JJ 56)

Texts about the Christchurch earthquakes: *The Night the House Shook* (RTR Blue); *Isobel’s Garden* (RTR Turquoise); “Ōtautahi Octopoeim” (a poem) and “Idea City” (both SJ L2 Nov 2014)

Text characteristics

“A School Comes Home” includes the following features that help students develop the reading behaviours expected at Gold and build their knowledge of the text forms and features of non-fiction.

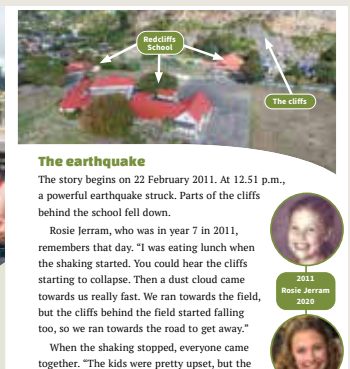
The structure of the text as a recount with an introduction, events described in chronological order, and a conclusion

A mix of explicit and implicit content (including information that may be new), requiring students to make connections to their prior knowledge (including knowledge of text structure) to track information and identify main points

Visual language features, including headings, photographs, captions, speech bubbles, and a timeline

Information organised in paragraphs and the use of a variety of sentence structures, requiring students to attend to punctuation and linking words and phrases, in particular, indicators of time, to clarify the sequence of events and the connections between ideas

Some words and phrases that may be unfamiliar, including topic vocabulary (for example, “all-weather turf”, “community”, “struck”, “cliffs”, “collapse”, “wade”, “estuary”, “fenced off”, “government”, “Taking action”, “No Closure”, “Reddy to Return”, “petition”, “decision”, “gym”, “suggested”, “Council”, “local hapū”, “gifted”, “headlands”, “Prime Minister”, “worth the wait”, “declared”, “off-site”, “announces”, “designed”), requiring students to use their processing systems



Language features typical of non-fiction:

- noun phrases (for example, “all-weather turf”, “school community”, “nearby estuary”, “land swap”)
- definitions and explanations (some in parentheses)
- dates and other indicators of time (for example, “for more than one hundred years”, “the next few weeks”, “soon after”, “Finally”, “Next”, “At last”)
- the use of the past tense for the recount and the present tense for the timeline descriptors
- abbreviated names of months in the timeline
- words with commonly used prefixes and suffixes (“rebuilt”, “return”, “reopened”; “unsafe”; “powerful”)

Cross-curriculum links

English (Reading)

Level 2 – Processes and strategies: Selects and reads texts for enjoyment and personal fulfilment.

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Level 2 – Purposes and audiences: Show some understanding of how texts are shaped for different purposes and audiences.

Social Sciences

Level 2 – Understand how places influence people and people influence places.

Health and Physical Education

Level 2 – Healthy Communities and Environments: Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.



The New Zealand Curriculum

Suggested reading purpose

Possible learning goals

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

- To find out what happened to Redcliffs School
- To find out why it took nine years for the school to be reopened
- To think about why the school was so important to people

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

The goals listed below link to the descriptions of reading behaviours in *The Literacy Learning Progressions* and the *Learning Progression Frameworks*. **Select from and adapt** them according to your students' strengths, needs, and experiences – their culture, language, and identity (*The Literacy Learning Progressions*, page 7).

This text provides opportunities for students, over several readings, to:

- use text and visual language features to identify and track information (**summarise**)
- **ask questions** and look for or think about possible answers
- **make connections** between the article and their prior knowledge to **make inferences**
- **identify and discuss main ideas**
- **monitor** their reading and, when something is unclear, take action to solve the problem, for example, by checking further sources of information, rereading, and/or reading on.



Sounds and Words



The Literacy Learning Progressions

Introducing the article

Use your knowledge of your students to ensure that your introduction builds or activates their prior knowledge and provides appropriate support for a successful first reading. Several options are provided below for you to **select from and adapt**, taking into account what you know of your students' experiences of and feelings about earthquakes. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

Before introducing this text, you could listen to the audio version for support with pronunciation of any te reo Māori vocabulary.

- To build the students' knowledge of the Christchurch earthquakes, you could reread and discuss *Isobel's Garden* (RTR, Turquoise).

For English language learners, you could talk through the article before the whole-group session to introduce key vocabulary (in English and in their first language if possible) and provide support with text features that may be unfamiliar. You can find further information about features of texts that may need support at [ELLP](#).

- Prompt the students to use the title and photographs on the opening pages to predict what it could mean for a school to “come home”. Together, read page 14 to establish the focus of the article. Ask the students how they would feel if their school had to close.
- Support the students to summarise what they have found out so far about Redcliffs School. You could start a KWL chart about the school, recording what the students **know** so far and their questions (what they **want to find out**). Leave the L column (what they have **learnt**) to fill in after the reading.
- Browse through the article together, using the headings, photographs, and captions to predict what each section is mostly about. Feed key topic words into the discussion, for example, “community”, “cliffs”, “collapse”, “government”, “Ministry of Education”, “Christchurch City Council”. Discuss the meanings of the headings “Taking action” and “Worth the wait” (these are idiomatic sayings, so English language learners may need further explanation.) Add any further questions to the chart.
- Explain that the timeline on pages 20–21 is a quick way of showing the main things that happened and that you will explore it more after the reading.
- Set a reading purpose together, and share the learning goal(s). Give the students sticky notes to mark new words or questions and ideas that arise as they read.

Reading the article

For the first reading, encourage the students to read the article by themselves, intervening only if it's clear a student needs help. Much of the processing that they do at this level is "inside their heads" and may not be obvious until the discussion afterwards. There will be many opportunities to provide support with word-solving and deeper comprehension on subsequent readings.

Student behaviours

Examples of the sorts of behaviours (often overlapping and developed over several readings) that will help students achieve their learning goal(s).

The students use text and visual language features to identify and track information.

- They use indicators of time to track the sequence of events.
- They look for supporting detail in the photographs (for example, on page 15 to see why the cliffs made the school unsafe or on page 18 to clarify what "a big march" looks like).
- They use the "then and now" photos of Rosie on page 15 to build their understanding of how much time passed before the school reopened. As they read on, they may also realise that the students who are talking about Redcliffs on page 14 are not the same ones who were there at the time of the earthquakes.
- They notice the use of speech marks to indicate comments from people who were involved.
- They notice definitions in parentheses to support the meanings of "petition" and the new name of the school.

They ask questions and look for or think about possible answers.

- The students keep the questions from the KWL chart in mind as they read, and they look for key words to help find answers.
- They think of further questions as they discover new information, for example, they might wonder about:
 - why it took so long for the school to reopen
 - if other schools had to close because of the earthquakes
 - why the name of the school was changed.

The students make connections between information in the article and their prior knowledge to make inferences.

- They use the descriptions on page 15 to visualise what it might have been like to be at the school on the day of the earthquake.
- They use clues ("wearing wet clothes", "wade through the water", and the reference to the road bridge) to infer that an "estuary" (page 15) is something to do with an area of water.
- They make connections between the reference to Redcliffs School being in Christchurch for more than one hundred years and the comments on page 17 to infer that the school has been an important part of the community for a very long time.
- They make connections between their own experiences of school and the comments from the students and Andrea Wylie to make inferences about those people's feelings.
- On page 18, they may infer that "Reddy to Return" is spelt that way because the school is called Redcliffs.

They demonstrate self-monitoring and problem solving.


- They use a range of word-solving strategies. For example:
 - they break words into chunks or syllables ("Christ-church", "Jer-ram", "coll-apse", "es-tu-ary", "re-built", "un-safe")
 - they notice the similarity of "Closure" to "close"
 - they look for further information in the text and photographs to support the meaning of words such as "estuary" and "land swap".
- They mark words or phrases they want to come back to.

Deliberate acts of teaching

Examples of how you can support individual students (if needed).

- Remind the students of word-solving strategies they can use (for example, looking for the biggest known word chunk and applying their knowledge of letters, sounds, and word structure, including prefixes and suffixes) and for clarifying meaning (rereading or reading on, looking for definitions in parentheses, and/or checking the photographs). If necessary, provide specific support, for example, for proper nouns.
- Reassure the students that when reading non-fiction, they may sometimes need to read more slowly, reread parts, and/or check aspects such as photos or captions to build their understanding.

Discussing and rereading the article

You can revisit this article several times, providing opportunities for the students to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions according to your students' responses to the reading, keeping in mind that earthquakes may be a sensitive topic for some students. Some of the suggestions overlap, and several can be explored further as after-reading activities.  For some suggestions, you may find it helpful to project the PDF of the article so that you can zoom in on relevant sections.

- Encourage the students to share their responses to the article. Discuss what it might have been like for the Redcliffs students to be unable to go to their school any more. Support the students to notice that many of the Redcliffs students (like Rosie Jerram) would never have gone back because they would have been too old by the time Redcliffs was rebuilt.
- Update the KWL chart with what the students have learnt. Encourage them to share any new questions they thought of as they were reading. Discuss ways of finding answers to questions that are not answered in the article.

- Either now or after further discussion, prompt the students to think critically about some of the main ideas in the article:
 - *Why did the community work so hard to save the school? What gives a school its heart?* Support the students to identify ideas in the text (for example, the school being local and more than one hundred years old, people thinking of it as “the heart of the community”, and Andrea’s comments on page 17) and make connections to their own experiences of feeling part of a community.
 - *What were some positive things that came out of this experience?* (for example, the experience of people working together and getting to know each other better, getting a new school, renaming the school) You could visit the school website to find further information and ideas.
- Have the students reread the article, stopping to discuss points of interest including aspects they have marked with sticky notes. Suggestions are listed below.
 - Read and track the timeline together. Draw out the idea that the timeline lists only the main events while the recount adds detail. Demonstrate this by reading the Feb 2011 text box together (drawing attention to the use of the present tense and the abbreviated form of the date). Point out that these two sentences are a short way of describing everything that happened to the school in a whole month. Ask the students to find the matching section in the recount (page 15 and the first sentence on page 16). Support the students to notice the extra information and detail that adds interest and helps the reader understand what the experience was like. You could repeat this for the 2015–2016 part of the timeline.
 - Together, identify the actions the school and the community took to try to save their school, for example, how they communicated their ideas and feelings (the march, signs, T-shirts, postcards, attending meetings). You may need to clarify the role of the government, the Ministry of Education, and the Christchurch City Council in making decisions about the school.
 - Explore the messages on the signs on page 18. *Why do they only have a few words?* Draw the students’ attention to the sentence “They knew that short messages are a good way to get an idea across because they are easy to understand, and they show up well in photographs and on television.” You could also make connections to “Making a Sign” in this journal. Prompt the students to make connections to other familiar signs they think are effective.
 - Have the students search for clues in the article and make connections to their own feelings to infer how people felt about what was happening. Support them to use a mix of explicit information (for example, the descriptions and comments) and implicit information (for example, the description on page 15 of the parents turning up wet, which implies that they were anxious and determined to get to their children even though they couldn’t drive over the bridge). You could discuss the statement about Rosie on page 16, “Rosie says she learnt a lot from that time. ‘You never knew what might happen tomorrow. It showed us that things can change, but still be OK’”. Together, generate words to describe the feelings of the students and school community (for example, scared, sad, anxious, shocked, determined, nervous, uncertain, feeling like part of a team, hopeful, impatient, thankful, happy).
 - Discuss how the students worked out (or tried to work out) unfamiliar words or phrases. You could draw attention to such aspects as:
 - » how the meanings of topic words and phrases are supported, for example, by:
 - › the surrounding words in a sentence or paragraph (“estuary”, “land swap”)
 - › photographs (“cliffs”, “a big march”)
 - › specific definitions (“petition”, “Te Raekura”). You could also demonstrate how to use a dictionary to find word meanings.
 - » noun phrases, such as “all-weather turf”, “school community”, “nearby estuary”, “land swap”. Remind the students of the importance of reading on to the end of a noun phrase or even the whole sentence to get the full meaning.
 - » the prefixes (“re” in “rebuilt”, “return”, “reopened” and “un” in “unsafe”) and the suffix “ful” in “powerful”. Have the students identify the root words and discuss the impact of the affixes on meaning. Support them to generate further examples (replay, rewrite, repay; unhappy, unsure, unfriendly; beautiful, careful, wonderful).

Provide support as required and note any aspects you might want to follow up on later, perhaps as a mini-lesson or as an after-reading activity.

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 by the students, and to the wider literacy programme (for example, oral language, writing, handwriting, spelling) and other curriculum areas. **Select from and adapt** these suggestions according to the needs of your students.

For English language learners, [SELLIPS](#) and [ELIP](#) also have ideas for purposeful and relevant tasks.

- Provide opportunities for the students to reread this article and to read other related texts, including the related texts in this journal.
- The students can build their comprehension and fluency by rereading the text as they listen to the audio version.
- Have the students use the information in the article “Making a Sign” to design and make a sign with a message about something they would like people to know or do. Alternatively, they could write a persuasive message on a postcard or they could arrange a “mini-march” at school about something they feel is important.
- Ask the students to list four things the school and/or community did to try to save the school.

Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.

- Support the students to find and share answers to their questions that are not answered in the article. They could visit [Te Raekura Redcliffs School website](#).
- Have the students choose three dates from the timeline and draw and write about how the Redcliffs students might have felt at those times.
- The students could construct their own simple timeline based on a local event or name an event from each school term to place on a timeline for this year. Alternatively, they could show significant milestones from their own lives on a timeline.
- Give the students a selection of root words, including words from the article (for example, “built”, “open”, “turn”, “safe”, “power”, “play”, “write”, “pay”, “happy”, “sure”, “beauty”, “care”, “wonder”, “help”, “cheer”, “colour”, “usual”, “fold”, “cycle”) and have them work in pairs to create new words by adding “re”, “un”, or “ful”. Have them choose four of the words to write definitions for or use in sentences.