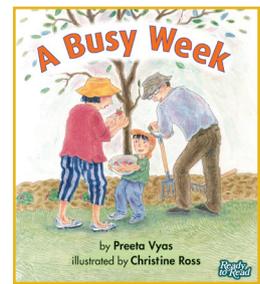


A Busy Week

by Preeti Vyas
illustrated by Christine Ross

This text is levelled at Yellow 1.



Overview

Jack is going to stay with Nana and Grandpa and is expecting to have a busy week. He gets involved in lots of activities and has a great time.

This text provides opportunities for students to make connections to their own experiences of staying with grandparents (or other family members) and doing things together. It also encourages critical thinking, requiring students to make inferences about how Jack and his grandparents feel about each other.

This text supports the development of a self-improving reading process. It requires students to “search for and use interrelated sources of information (semantic, syntactic, and visual and grapho-phonetic)” and to monitor their reading and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (both from *The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

Related texts

- Texts that feature grandparents: *Number 10 Tāwai Crescent*, *Nanny* poem card (shared texts); *Grandpa's Birthday* (Blue); *Going to Grandpa's* (Blue)
- Texts about family activities: *Number 10 Tāwai Crescent* (shared); *Keep Trying*, *My Dad* (Yellow)
- Texts with a similar days of the week structure: *Our Teacher*, *Miss Pool* (Magenta); *My Bike* (Red)

Cross-curriculum links

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

Text characteristics

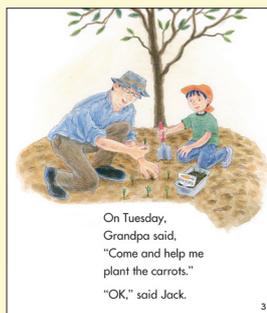
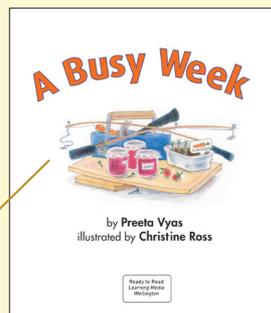
The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar context of a child spending time with grandparents, the range of activities they do together, and their loving relationship to support making connections

Variations in sentence structure that require students to attend closely to print

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

Opportunities for students to form and test hypotheses, for example, using the title page illustration to predict what activities the characters will do together and reading to confirm, and making inferences about the relationship between Jack and his grandparents



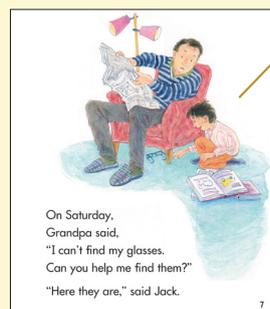
On Tuesday,
Grandpa said,
“Come and help me
plant the carrots.”
“OK,” said Jack.

Opportunities for students to make inferences and create a summary statement for each page by combining information in the text and illustrations. For example, on page 7, Grandpa asks for help finding his glasses, but the implication is that the main activity on Saturday is reading.

The inclusion of dialogue

The initial consonant blends in “Friday”, “glasses”, “Grandpa”, “plant”, “stay”, and “tree”, and the initial digraph in “Thursday”, to support students to use this information when decoding

The verbs ending in “ing” (“going”, “fishing”) that require students to attend to common inflections



On Saturday,
Grandpa said,
“I can't find my glasses.
Can you help me find them?”
“Here they are,” said Jack.

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

To support word recognition:

- many high-frequency words, for example, “and”, “are”, “be”, “can”, “came”, “Come”, “get”, “go”, “going”, “Here”, “It's”, “like”, “make”, “me”, “Mum”, “my”, “On”, “said”, “some”, “they”, “was”, “went”, “with”
- interest words that are likely to be in a reader's oral vocabulary and are strongly supported by the context or illustrations, for example, “busy”, “carrots”, “find”, “fishing”, “glasses”, “jam”, “plant”, “rods”, “tree”, “week”, “Yum”, and the days of the week.

A suggested reading purpose

To find out why this is a busy week and how Jack feels about it

Setting a learning goal

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

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*.

Select and adapt from them to set your specific 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).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections to their experiences of spending time with grandparents and search for information in the text and illustrations to form and test hypotheses about the sorts of activities Jack will do
- use information in the text and illustrations to summarise what Jack did each day to confirm why it was a busy week and make inferences about the relationship between Jack and his grandparents
- draw on several sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations, to make meaning
- self-monitor – notice some errors in their reading and take corrective action.

Introducing the text

- Discuss the cover illustration. *Who do you think these people are?* Encourage the students to share names that they use or know of for grandparents, including names from languages other than English. *I wonder what they’re doing. They look quite busy, don’t they?* Read the title and the names of the author and the illustrator. *I wonder why it’s called “A Busy Week”.*
- Encourage the students to talk about times they have stayed with other family members or friends and the things they did together. Some students may be unfamiliar with the concept of having a

large section and garden. You may need to explain that Jack’s grandparents like to grow their own fruit and vegetables.

- View the illustration on the title page. Prompt the students to use the illustration to form hypotheses about the activities the characters will be doing. For students who need further support with language, you could label each item and its associated activity, for example, fishing rods – fishing. Have the students work in pairs to come up with words associated with one activity. Then have them share their words with the group.
- Briefly review what a week is. Refer to a classroom chart or calendar and chant the days together. Have the students share the names for the days of the week in other languages they know.
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select and adapt** from the suggestions, according to your students’ needs and experiences.

The students search for information in the text and illustrations and make connections to their own experiences in order to form and test hypotheses about the activities Jack does with his grandparents.

The students use information in the text and illustrations to create summary statements about the activities and make inferences about: how Jack feels about his busy week and what kind of relationship Jack and his grandparents have.

The students draw on several sources of information, such as grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations, to confirm word-solving attempts and make meaning.

- **Page 2** – The students are likely to notice that this illustration shows the same activity as on the cover but at a slightly different time. Listen to them read the page. They will need to attend closely to the print because it’s not an exact match for the illustration. Note the students’ recognition of the phrase “a busy week”. Discuss how they worked out the names of the characters. If the students are saying “Nanny” for “Nana” or “Grandad” for “Grandpa”, support them to attend to the ends of these words.

- Set up a chart with a column for the days of the week and another one to summarise the activities. Leave the “days” column blank for now to allow opportunities for the students to cross-check their knowledge of the sequence of the days with grapho-phonetic information as they read. *What day will we write first? What did Jack do on Monday?* Take some time to support the students with creating a summary statement. Encourage them to attend to the illustration as well as the print. For example, as well as going to stay, the illustration shows that he picked strawberries.
- **Page 3** – Briefly view the illustration to confirm that Jack’s now helping Grandpa, then have the students read. If they have difficulty with “plant the carrots”, prompt them to notice the initial letters, check the illustration, then rerun the sentence. You could model this yourself, pausing to let the students process the information and come in with the rest of the line: *Grandpa said, “Come and help me pl ...* Have the students check their attempts: *Does that look right and sound right? Does it match what’s happening in the picture?*
- Briefly review the use of speech marks and the word “said” to clarify who said what. The students may be more familiar with “said” coming after the section of dialogue (as in line 5) than before it (“Grandpa said”) as in line 2.
- Compare the events on pages 2 and 3 with the students’ hypotheses. Have the students think, pair, and share to create a sentence to summarise page 3. Write it on the chart.
- *I wonder what they will do with the strawberries ...* The students could refer to the title page illustration for a clue to help them answer this specific question.
- **Page 4** – If the students don’t have much background knowledge about making jam, spend time looking at the illustration and discussing how it’s made, particularly the idea that it’s made out of fruit.
- Listen to the students read the page. Encourage inference: *What does Jack think about making jam? What tells you that?* Before updating the summary chart, have the students confirm what day it is.
- **Page 5** – Have the students talk with a partner about the illustration before they read the page. Listen in as they read. Either provide individual support (for example, if the student reads “rod” for “rods”, you could say *What do you see at the end of the word?!*) or discuss particular challenges with the whole group. For example: *How did you work out “take”? (possibly through analogy to “make” and using meaning and structure to confirm).*
- Update the summary chart. *Do you think Jack’s having a good week? What makes you think that? Refer again to the title page. What will they do tomorrow?* If necessary, gently prompt them to notice the tools. *What will they make with these?*
- **Pages 6 and 7** – Have the students attempt these pages while you listen in and provide feedback. Check that the students notice the plural “tree houses” on page 6.
- If you feel the students need a higher level of support, allow time for discussion before reading page 7. For example, to prepare them for the word “glasses”, you could discuss what Grandpa is doing and what he might need to help him.
- After the students have read page 7, review what has happened on these two pages. They will need to infer that they read on Saturday because this isn’t stated explicitly. Update the chart.
- **Page 8** – The students will know from the chart that there is only one day left. Have them form hypotheses about what Sunday will bring and then read to find out.
- Review the reading purpose. Refer to the summary chart to confirm that it was a busy week. Discuss how the students found the information about the activities, drawing out the idea that they had to use both the print and the illustrations. Discuss how the title page illustration helped them.
- *So what did Jack think about his busy week? What did Nana and Grandpa think?* Allow plenty of time for the students to look at the text and illustrations to find clues to their feelings, for example, their facial expressions, Jack’s willingness to help, his comments (“Yum”, “I like tree houses”, “Busy weeks are fun!”). Encourage the students to think about (visualise) how they would feel if they got to do all these things.

The students notice errors in their reading and take corrective action, for example, by rereading from the beginning of the sentence.

- You are likely to notice students doing some self-monitoring during the first reading, but you can monitor this more closely as the students reread the text quietly to themselves. Listen in, providing feedback to individual students and making notes about aspects that may need further attention.
- When students make an error, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.

- Some teacher questions and prompts that you could use if the students are not self-monitoring include: *Are you sure? Think about what would make sense. Does that look/sound right to you? Try that again.*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, if the student reads “You” for “I” on page 5, you could say: *You said, “You can take the fishing rods.” Can you find “You”? Have another look and try it again.*
- 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.
- Write “get” and “Let’s” on the whiteboard. Identify the “et” rime. Have the students use magnetic letters to create other “et” words (“bet”, “set”, “wet”). Repeat the activity at another time with other examples of rhyming words from the text. Encourage students to use what they have learnt here and apply it to their writing.
- Have word games available that encourage sorting of words by common characteristics, such as initial consonant blends or inflected endings (“ed”, “ing”).
- Discuss collocations. Make lists with “go” (go to stay, go to the movies, go fishing, go swimming), “make” (jam, a cake), “plant” (vegetables, flowers, trees), “do” (homework, the dishes, the washing).

After reading: practice and reinforcement

After-reading tasks should arise from monitoring of the students’ needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students’ own writing, oral language, handwriting, and word games and activities) and other curriculum areas.

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

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation to support phrasing and expression.
- Read or reread other shared or Red- and Yellow-level texts about grandparents or family activities. Discuss how the activities are the same as or different from those in *A Busy Week* and from the students’ own experiences.
- Have the students write about what they did last week or a visit they remember. Use the summary chart as a writing frame. For example, model the first sentence, changing “Jack” to “I” and changing the activity. On Monday, I _____ to _____.
- Create a group wall story or have the students create their own booklets with pictures and captions about what they do on particular days of the week.