

# Introduction

Why do we read? To satisfy curiosity? To develop deeper understandings? To gain specific information — or simply for enjoyment and entertainment?

These teachers' notes are intended to help you to support your students to achieve all of these purposes using the *School Journal*. They provide detailed suggestions for using the Journals in your class reading programme.

The notes should be used alongside *The Essential School Journal*, *Effective Literacy Practice in Years 1 to 4*, and *Guided Reading: Years 1–4*.

## The Teaching Approaches

A classroom reading programme uses a variety of approaches, including:

•	reading to students
•	reading with students
•	reading by students.

These notes include ideas for using *School Journal* material for all these approaches, with a particular emphasis on guided reading.

For information on deciding which approach to use with a particular journal item for particular students, see *The Essential School Journal*, pages 12–15, and *Effective Literacy Practice in Years 1 to 4*, pages 91–102.

## Guided Reading

Guided reading is at the heart of the instructional reading programme. In this approach, teachers work with a small group of students to guide them purposefully through a text, supporting the students' use of appropriate reading strategies.

The teacher will have identified the particular needs of the students through ongoing assessment, including discussion and observation during previous reading sessions.

Guided reading involves:

•	selecting a teaching purpose based on the needs of the students
•	selecting a text that has features that link closely to the teaching purpose, appropriate supports and challenges, and content that will interest and engage the students
•	introducing the text and sharing the teaching purpose and learning outcomes with the students
•	reading and responding to the text
•	focusing on the use of particular reading strategies or on particular aspects of the text, according to the purpose of the session
•	discussing the text and, where appropriate, doing follow-up tasks.

These notes include information about:

•	a suggested purpose for the reading
•	features of the text that make it appropriate for teaching particular strategies or language features
•	possible discussion points, learning experiences, and follow-up tasks, where these are appropriate.

Questions for teachers are included as prompts under the main headings. For most texts, a range of teaching purposes could be selected. In most cases, these notes will highlight one teaching purpose (shown in bold type) for each text, but they will also list other possible purposes for which the text could be used.

In concentrating on these specific purposes, it is important not to lose sight of the bigger picture — the

meaning of the text for its readers and their enjoyment of the reading experience.

## Introducing the Text

The introduction should be relatively brief. It should:

•	make links with the students' background knowledge and motivate them to read
•	highlight selected features of the text
•	introduce in conversation any unfamiliar names or potentially difficult concepts
•	share the purpose for the reading with the students.

## Reading and Responding

Some texts can be read straight through; others will need to be broken up with breaks for discussion. While the students are reading the text silently, you can observe their reading behaviour and help any students who are struggling. You could encourage your students to identify (for example, with a paper clip or adhesive "stickies") any words that cause difficulty.

## Discussing the Text

This should be brief (a maximum of ten or fifteen minutes) and should not be a simple "question and answer" session. You should encourage your students to think about their own responses to the text and to consider alternative points of view.

You can discuss new concepts, vocabulary, and text features in greater detail, and you can also look at words that have caused difficulty for the group. These notes list some words that have challenged students when the material has been trialled. You should not assume, however, that these same words will challenge your own students. Wait and see what comes out of the first reading. Encourage your students to use a variety of strategies to work out unfamiliar words. This is an opportunity to develop their awareness of word-level strategies. For example, you could use a whiteboard to draw the students' attention to particular prefixes and suffixes, to break up words into syllables to assist with decoding, or to discuss the meanings of words.

This is also a good time to look closely at language features if these are a focus for the lesson. For example, you could discuss such features as alliteration or the use of similes or metaphors, and you could take the opportunity to expand the students' own written vocabulary by pointing out interesting verbs or adjectives and synonyms for commonly used words.

Where appropriate, you may decide to select follow-up tasks.

## Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use *Journal Search* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

•	the students' prior knowledge, interests, and experiences
•	the complexity of the concepts in the item
•	the complexity of the style
•	the complexity and length of the sentences
•	any specialised vocabulary
•	the length of the item
•	the density of the text and its layout
•	the structure of the text
•	the support given by any illustrations and diagrams.

It is important to remember that most of these points could constitute either supports or challenges for particular students, and you should consider all of these aspects when selecting the text and the approach to be used.

These notes give further information about some of the potential supports and challenges in particular *School Journal* items. They include information gathered through trialling the items with groups of students.

## Developing Comprehension Strategies

Reading is about constructing meaning from text.

Using a guided or shared reading approach provides an ideal context in which to teach comprehension strategies, for example:

•	making connections
•	forming and testing hypotheses
•	visualising
•	identifying the author's purpose and point of view
•	inferring
•	asking questions and seeking clarification
•	identifying and summarising the main ideas
•	analysing and synthesising
•	evaluating.

Be aware that some question forms, especially those that use modals such as might, could, or would, may pose additional challenges for ESOL students.

The notes suggest ways to develop these and other strategies. For further information about comprehension strategies, see *Effective Literacy Practice in Years 1 to 4*, pages 131–135.

# Giant Snails

by Jill MacGregor

From *School Journal*, Part 1, Number 1, 2007

## Overview

Sa'ese'ese (pronounced "Sa-e-se-e-se") and her father face an ongoing battle trying to rid their family farm in Sāmoa of the giant African snails that spoil their crops.

## Suggested Teaching Purpose

*Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?*

Examples of an appropriate teaching purpose are listed below.

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|--|
| <ul style="list-style-type: none"><li>To support the students in developing the comprehension strategies of making connections, asking questions, or <b>summarising</b>.</li></ul> |
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## Features of the Text to Consider in Context

*What features of this text would make it appropriate for teaching particular strategies or language features?*

- |   |
|---|
| <ul style="list-style-type: none"><li>The structure and features of a report (the introduction, the information about giant snails, the use of a specific example, and a conclusion)</li></ul>                |
| <ul style="list-style-type: none"><li>The organisation of the report into paragraphs with main points and supporting details</li></ul>  |
| <ul style="list-style-type: none"><li>The text box with a bulleted list of additional information</li></ul>   |
| <ul style="list-style-type: none"><li>The implied message about introduced species that become pests</li></ul>  |
| <ul style="list-style-type: none"><li>The indicators of time, for example, "In the weekends", "early in the morning"</li></ul>  |
| <ul style="list-style-type: none"><li>The topic-specific language, for example, "giant African snails", "pests", "crops", "lava rocks", "rotting logs and leaves", "harvested", "native", "extinct"</li></ul> |
| <ul style="list-style-type: none"><li>The vivid descriptive language, for example, "nibble", "slimy", "damp", "moist", "shady", "juicy", "snuffling", "littered", "scrunched"</li></ul>                       |
| <ul style="list-style-type: none"><li>The emotive language used to describe the snails ("greedy", "destroy", "feast")</li></ul>   |
| <ul style="list-style-type: none"><li>The synonyms for "eat" ("nibble", "chew", "feast")</li></ul>  |
| <ul style="list-style-type: none"><li>The use of Sāmoan words, some of which include macrons and glottal stops</li></ul>  |
| <ul style="list-style-type: none"><li>The supportive photographs.</li></ul>   |

## Readability

Noun frequency level: 8.5–9.5 years

*What aspects relating to this text might constitute challenges for my students?*

- |   |
|---|
| <ul style="list-style-type: none"><li>The Sāmoan words and names</li></ul>  |
| <ul style="list-style-type: none"><li>Words and concepts that some students may find challenging include: "pawpaw", "cacao", "breadfruit seedlings", "lava rocks", "seals", "land crabs", "native".</li></ul> |

*What prior knowledge would support my students in reading this text?*

- |  |
|--|
| <ul style="list-style-type: none"><li>Their awareness of pests in the garden at home and in New Zealand or other countries</li></ul> |
| <ul style="list-style-type: none"><li>Their knowledge of Sāmoa or other Pacific islands.</li></ul>                                   |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- |   |  |
|---|--|
| • | make links between what I already know about snails and the information in the text to help me understand why the giant snails are such a problem; |
| • | discuss the way the writer has structured this text and identify the main points in each section;  |
| • | ask questions about the topic, think of possible answers, and search for answers in the text.  |

## A Framework for the Lesson

*How will I help my students to achieve the learning outcome(s)?*

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

### Before reading

- |   |  |
|---|--|
| • | Introduce the title and discuss the students' experiences of snails. (Making connections)  |
| • | Discuss examples of pests in New Zealand. The students may be familiar with garden pests, such as snails, slugs, or caterpillars. You could bring along an example of a pest-damaged plant or show the students pictures of pests and pest damage in gardening books. Discuss the differences between native and introduced species, and why animals or plants can be a pest in some environments but not in others. (Making connections; inferring) |
| • | Explain that the group is going to read a text about a girl and her family who live in Sāmoa and who have a big problem with snails.   |
| • | Clarify the learning outcome(s) with the students.   |

### During reading

- |   |   |
|---|---|
| • | Ask the students to read the first paragraph (the introduction) and identify the key sentence. Write the key sentence on a chart, leaving space to write brief summaries of information as the students read further (see an example of a summary chart in After Reading). (Summarising)  |
| • | Have an atlas or world map handy to clarify how far apart Africa and Sāmoa are. (Making connections; visualising)   |
| • | Have the students read to the end of page 2 and review what they've found out so far. Add their summaries to the chart. Draw out the idea that the writer has moved from the general to the particular. (Summarising)   |
| • | Model your thinking about the text: "I wonder what we're going to find out about Sa'ese'ese and her family ..." Encourage the students to make predictions and to generate their own questions. Explain that asking questions as you read is a good way of focusing your thinking about a text. "As you read, I'd like you to think about the questions you have about these snails so that you can be looking for answers." (Forming hypotheses; asking questions) |
| • | Have the students read to the end of page 4. Ask them to talk with a partner to summarise the new pieces of information and then to share their summaries with the group. Clarify that page 3 has described the damage the snails cause on the family farm and page 4 focuses on the best ways to find the snails. Record the main points on the summary chart. (Summarising)   |
| • | Have the students read to the end of page 5 and review whether this page has answered any of their questions — or raised any new questions for them. (Asking questions)   |
| • | Ask the students to read pages 6 and 7. If necessary, support the students in working out what the word "seals" means in the first paragraph on page 6. "How has the report changed on these two pages?" Draw out the idea that these sections focus on the dangers for the snails rather than on the damage they do. (Summarising)   |
| • | You could discuss the author's purpose in including the information, on page 6, about the land crabs using the empty snail shells. Draw out the idea that this adds interest and makes Sa'ese'ese seem more real to the reader. (Identifying the author's purpose)  |

- “How come the snails are still a problem, if they’re easy to find, they can overheat in the sun, and the pigs eat them?” If necessary, prompt the students to refer back to the information on page 2 about the snails’ breeding rates. You could help work out how many snails one female snail could give birth to in one year and in the course of her lifetime. (Making connections)
- Read the text box on page 8. “Do you think these snails are a pest in Africa? What makes you think that?” (Inferring)

### After reading

•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	Review the structure of the report and the purpose of each section, using the summary chart as a guide. See the example below. (Summarising; identifying the author’s purpose)
<b>Structure</b>	
<b>Main points</b>	
Introduction	Giant African snails are pests. They came to Sāmoa accidentally.
Bad things about snails	They damage crops. They breed quickly.
Example	The snails eat the plants on Sa‘ese‘ese’s farm. People have to hunt, catch, and kill the snails.
Ways of getting rid of snails	The snails can overheat in the sun. Pigs eat the snails.
Conclusion	Sa‘ese‘ese and her dad hope they’ll be able to get rid of the snails from their farm.
Fact box (extra information)	They’re the largest snails in the world. People eat them in Africa. Some can live for nine years. They’ve made the native tree snails in Sāmoa extinct.
•	Use the information in the chart as a basis for considering whether Sa‘ese‘ese’s farm will ever be “snail-free”. Support the students in identifying the negative things about snails in the report (why they’re pests) as well as the positive things (about things that kill the snails). (Summarising; analysing and synthesising)
•	Review the questions and answers that have been shared and discuss any questions that have not been answered. “How can we find the answers?” (Asking questions)
•	Have the students reread pages 2 and 3 with a partner, looking for evidence about how the writer feels about the snails. Discuss her use of emotive language. You could also discuss the whole theme of the text as being that of a “battle” with the snails. (Analysing and synthesising)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

### Revisiting the Text

*What follow-up tasks will help my students to consolidate their new learning?*

•	The students could find out more about giant snails or research the answers to any remaining questions on the Internet or in the school library. You could make a link to the students' work in science, using <i>Slugs and Snails: Investigating Small Animals</i> (book 45 in the Building Science Concepts series).
•	The students could read "Pest Fish" by David Somerset in <i>School Journal</i> 2.4.05 to find out about a pest that is invading New Zealand waterways.
•	The students could develop their own chart about pests in New Zealand and how we deal with them.
•	The students could read "Snail Snatch" by Jill MacGregor in <i>School Journal</i> 1.3.06 or the articles "On the Snail Trail", "A Safe Home for Snails", and "The Shell Collector" in <i>Connected 1 2005</i> for a different perspective on snails.

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# Please Don't Sneeze!

by Julie Scott

From *School Journal*, Part 1, Number 1, 2007

## Overview

This play uses humour to remind readers of the importance of taking care of ourselves when we are sick and of not spreading germs to others. Its simple, repetitive structure makes it particularly suitable for less confident readers.

## Suggested Teaching Purpose

*Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?*

Examples of an appropriate teaching purpose are listed below.

•	To support the students in developing the comprehension strategies of making connections, forming and testing hypotheses, identifying the author's purpose, or <b>analysing and synthesising</b> .
•	To help the students learn about some basic practices for caring for their own and others' well-being.

## Features of the Text to Consider in Context

*What features of this text would make it appropriate for teaching particular strategies or language features?*

•	The conventions of a play, including a list of characters in upper-case letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character
•	The contrasts in the size and perspective of the characters
•	The humour, including:
	- the contrasts in perspective, for example, the exaggerated physical reactions (slapstick humour) when the elephant sneezes
	- the repetitive structure of the play and the final twist
	- the animals' ideas about killing germs
	- the animals' human characteristics, for example, carrying hankies
	- the fact that it is the smallest animal who is the wisest
	- the use of the hunter's trousers as a hanky (and the need to infer what may have happened to the hunter)
•	The talking animals
•	The connection with fables that often use animals as characters to convey a message
•	The message about not spreading germs to others
•	The use of capital letters and exclamation marks for emphasis
•	The short, fast dialogue
•	The use of ellipses and dashes to show how the sneezes are dragged out
•	The word "hanky" as a shortened form of "handkerchief".

## Readability

Noun frequency level: 8–9 years

*What aspects relating to this text might constitute challenges for my students?*



- Words and concepts that some students may find challenging include: “jungle clearing”, “cough”, “enormous”, “hanky” (and the concept of a handkerchief), “fierce”.

*What prior knowledge would support my students in reading this text?*

- Their familiarity with the conventions of plays
- Their familiarity with stories featuring talking animals and especially with fables
- Their awareness of germs and how sneezing can spread disease.

## Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- make and check predictions about what will happen in the play as I read it;
- identify how the writer has made the play funny;
- consider why the writer has written this play;
- use information in the text and what I know about the conventions of plays to help perform this play.

## A Framework for the Lesson

*How will I help my students to achieve the learning outcomes?*

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

### Before reading

- Show the students page 9. “What can you infer about this play from the title and the list of characters?” Discuss the likely content and style of the play. (Inferring; forming hypotheses)
- Discuss what you should do when you have a cold and why. “Imagine if an elephant had a cold!” (Making connections; visualising; forming hypotheses)
- Briefly recap the conventions of a play. (Making connections)
- Clarify the learning outcome(s) with the students.

### During reading

- Ask the students to read to “Hippo enters” on page 11 and review their predictions. If necessary, clarify what a hanky is. “I wonder how much use that hanky’s going to be ...?” (Forming and testing hypotheses)
- If necessary, tune the students in to the writer’s use of humour — “How does the writer show you what Mouse thinks about Elephant’s cold?” “Imagine you were the mouse and an elephant sneezed on you!” (Analysing and synthesising; visualising)
- Ask the students to read to the end of page 11 and attempt to answer Mouse’s question. (Forming hypotheses)
- Have the students read to “I see” on page 12 to find the answer to Mouse’s question. “What have you found out about Hippo?” (Testing hypotheses; inferring)
- Encourage the students to use what they know about the structure of humorous plays, the list of characters, and the events so far to predict what will happen next. (Analysing and synthesising; forming hypotheses)
- Have the students read to the end of the play. “I wonder what happened to the hunter...?” (Inferring)
- “Did the play develop as you expected?” “Why do you think the author changed the pattern at the end?” Draw out the way the repetitive structure and the final twist help to make it funny. (Testing hypotheses; analysing and synthesising)
- “Do you think this play has a message? If so, what is it?” (Inferring; identifying the author’s purpose)

## After reading

•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	“How accurate were your predictions about the ending?” Discuss the other elements that make the play funny, such as the characteristics of the animals. (Analysing and synthesising)
•	Review what the students already know about reading and performing plays. Discuss the characters and the way the stage directions and dialogue build a picture of the way they think, look, sound, and move. Review the importance of reading with expression, pace, and fluency. “How should the play be read?” “What tone of voice would the mouse use for ‘I see’?” (Analysing and synthesising; making connections)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

## Revisiting the Text

*What follow-up tasks will help my students to consolidate their new learning?*

•	Allocate parts and ask the students to prepare the play for presentation to their syndicate or whānau group. Emphasise the importance of delivering the play in an energetic style that entertains the audience.
•	The students could read other fables, stories, or plays featuring talking animals, for example, “Hilda Crosses the Road”, <i>School Journal</i> 1.2.05.

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# Golf Champ

by Karen Phelps

From *School Journal*, Part 1, Number 1, 2007

## Overview

After just one year's experience, Kiwi golfer nine-year-old Kota Kagasaki is already showing the ability and determination needed to be a champion golfer.

## Suggested Teaching Purpose

*Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?*

Examples of an appropriate teaching purpose are listed below.

- |  |
|--|
| <ul style="list-style-type: none"><li>To support the students in developing the comprehension strategies of making connections, summarising, <b>identifying the main ideas</b>, or evaluating.</li></ul> |
|--|

## Features of the Text to Consider in Context

*What features of this text would make it appropriate for teaching particular strategies or language features?*

- |  |
|--|
| <ul style="list-style-type: none"><li>The structure of the text as a report, with an introduction (in italics), a first-person, present-tense account of Kota's golfing experiences, and the summary (in the third person and past tense) on page 21 that serves as a conclusion</li></ul> |
| <ul style="list-style-type: none"><li>The ideas about setting goals and working hard that are embedded in the text</li></ul>   |
| <ul style="list-style-type: none"><li>The information about golf</li></ul>   |
| <ul style="list-style-type: none"><li>The informal, conversational tone, including contractions and colloquial language</li></ul>  |
| <ul style="list-style-type: none"><li>The organisation of the text in paragraphs with main and supporting ideas</li></ul>  |
| <ul style="list-style-type: none"><li>The indicators of time, for example, "Before I'm allowed", "When it's fine", "Before I start"</li></ul>  |
| <ul style="list-style-type: none"><li>The topic-specific vocabulary, for example, "golf course", "driving range", "clubs", "holes", "head", "tee", "swing", "hole in one"</li></ul>  |
| <ul style="list-style-type: none"><li>The use of footnotes to explain some of the specialised vocabulary</li></ul>   |
| <ul style="list-style-type: none"><li>The supportive photographs</li></ul>   |
| <ul style="list-style-type: none"><li>The onomatopoeia — "Thwack!"</li></ul>   |

## Readability

Noun frequency level: 8.5–9.5 years

*What aspects relating to this text might constitute challenges for my students?*

- |   |
|---|
| <ul style="list-style-type: none"><li>The topic-specific vocabulary</li></ul>   |
| <ul style="list-style-type: none"><li>The estimates of distance</li></ul>   |
| <ul style="list-style-type: none"><li>Words and concepts that some students may find challenging include: "Kota Kagasaki", "grip", "space", "hole in one", "trophy", "San Diego".</li></ul> |

*What prior knowledge would support my students in reading this text?*

- |   |
|---|
| <ul style="list-style-type: none"><li>Their familiarity with golf and with golfing heroes</li></ul>     |
| <ul style="list-style-type: none"><li>Their experiences of training for a sport</li></ul>               |
| <ul style="list-style-type: none"><li>Their experiences of working hard towards a goal</li></ul>        |
| <ul style="list-style-type: none"><li>Their familiarity with stories of personal achievement.</li></ul> |

## Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

•	find the main points and summarise the information about Kota in this article;
•	use what I already know and my summary to identify the main idea;
•	form an opinion about the main character in this text.

## A Framework for the Lesson

*How will I help my students to achieve the learning outcomes?*

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

### Before reading

•	Introduce the article by asking the students to share their ideas about sporting heroes and then focus the discussion on golf and any famous golf players the students know about. Ask them to share any experiences they have of playing golf or mini-golf and encourage them to talk about the equipment they used. You could have a golf club and ball to show them or you may like to take them out for a game, taking photos for later use. (Making connections)
•	Tell the students that there are technical words about golf in this text and also some supports to help with them. Briefly review the use of footnotes. (Making connections)
•	Clarify the learning outcome(s) with the students. Explain that they're going to summarise the information in the text as they read and then use this to identify the main idea.

### During reading

•	Read the text in italics and discuss the implied meaning of the first sentence. (Inferring)
•	Ask the students to read pages 16 and 17. If you have ESOL students in the group, you may need to clarify the meaning of "golf club" as it is used on page 17. Discuss the use of the footnote. Help them to visualise how far 180 metres is by comparing it to something familiar. (Making connections; visualising)
•	Ask the students what they have learned about Kota so far and record their ideas on a chart. Ask them to help you to write a sentence that summarises what the text has been about so far. (Summarising)
•	Have the students read to the end of page 20 and discuss the main idea. Draw out the idea that although there is a lot of information about golf and what Kota does, the main idea is that he is very dedicated and talented. (Summarising)
•	Ask the students to read page 21. "How has the style of the text changed on this page?" Clarify that this is a summary by the interviewer. (Analysing and synthesising)
•	"Do you think Kota will achieve his goal?" Ask the students to find evidence from the text to justify their opinion. (Evaluating)

### After reading

•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	Ask the students to review the summary sentences. "What would you say was the main theme or message of this article?" "Is this a text about Kota or golf or something else?" "Why do you think this?" "Can you think of another title for this text that supports your ideas?" Discuss the importance of setting and working towards personal goals. (Identifying the main idea)
•	Refer to the title. "Is Kota a 'champ'?" "What do you think makes somebody a champion?" (Evaluating)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

## Revisiting the Text

*What follow-up tasks will help my students to consolidate their new learning?*

•	The students could choose something that they would like to do well at and write some actions they could take that will help them to achieve their goals.
•	If you took the students to play golf before the reading, they could write labels or captions for the photos that were taken.
•	The students could read “Not Just Kicking and Punching” in <i>School Journal</i> 2.2.06, an article about a boy who is learning ju-jitsu or “Jiani” in <i>School Journal</i> 2.3.00 about a nine-year-old girl who is a table tennis champion.

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# Mice for Sale

by Julia Wall

From *School Journal*, Part 1, Number 1, 2007

## Overview

A sister and brother enjoy caring for and playing with their pet mice but are dismayed when one mouse gives birth to seven babies. The school fair provides an opportunity to resolve their problem, but the solution still requires some creative thinking to be successful.

## Suggested Teaching Purpose

*Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?*

Examples of an appropriate teaching purpose are listed below.

- |  |
|--|
| <ul style="list-style-type: none"><li>To support the students in developing the comprehension strategies of making connections, <b>evaluating</b>, inferring, or analysing and synthesising.</li></ul> |
|--|

## Features of the Text to Consider in Context

*What features of this text would make it appropriate for teaching particular strategies or language features?*

- |  |
|--|
| <ul style="list-style-type: none"><li>The structure of the text as a realistic narrative with a setting, characters, and a series of problems and resolutions</li></ul>                    |
| <ul style="list-style-type: none"><li>The first-person narrator</li></ul>  |
| <ul style="list-style-type: none"><li>The inclusion of factual information about mice</li></ul>  |
| <ul style="list-style-type: none"><li>The ideas about the responsibilities and rewards of pet ownership</li></ul>  |
| <ul style="list-style-type: none"><li>The ideas about marketing and the use of persuasive writing</li></ul>  |
| <ul style="list-style-type: none"><li>The poster on page 27</li></ul>  |
| <ul style="list-style-type: none"><li>The possible uncertainty about the ending (as the whole problem began because the family thought that the first two mice were both female)</li></ul> |
| <ul style="list-style-type: none"><li>The inclusion of dialogue</li></ul>  |
| <ul style="list-style-type: none"><li>The topic-specific vocabulary, for example, “pellets”, “litter”, “pinkies”, “kittens”.</li></ul>   |

## Readability

Noun frequency level: 8–9 years

*What aspects relating to this text might constitute challenges for my students?*

- |  |
|--|
| <ul style="list-style-type: none"><li>The topic-specific vocabulary</li></ul>  |
| <ul style="list-style-type: none"><li>The concept of owning and caring for pets, which may not be culturally familiar to all students</li></ul>            |
| <ul style="list-style-type: none"><li>Words and concepts that some students may find challenging include: “marked our price down”, “peeked out”.</li></ul> |

*What prior knowledge would support my students in reading this text?*

- |   |
|---|
| <ul style="list-style-type: none"><li>Their experiences with caring for pets</li></ul>              |
| <ul style="list-style-type: none"><li>Their experiences with marketing and selling goods.</li></ul> |

## Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- |   |
|---|
| <ul style="list-style-type: none"><li>use what I know about pets and the information in the text to understand the problems and solutions presented in the story;</li></ul> |
|---|

- |   |   |
|---|---|
| • | read between the lines to make inferences about ideas that aren't stated in the text; |
| • | identify the pros and cons of owning pet mice and form my own opinion.                |

## A Framework for the Lesson

*How will I help my students to achieve the learning outcomes?*

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

### Before reading

- |   |   |
|---|---|
| • | Before the lesson, you could consider masking the poster on page 27 (with sticky notes or by clipping a sheet of paper to the page) so that the students have the opportunity to predict what might be on it before they read it. |
| • | Ask the students to share their experiences of pet ownership. Create a chart together about the good and bad aspects of owning a pet. (Making connections; evaluating)  |
| • | Clarify the learning outcome(s) with the students.  |

### During reading

- |   |  |
|---|--|
| • | Ask the students to read to the end of page 23. Discuss the information so far about having the mice as pets and add any new ideas to the students' chart. (Summarising; evaluating)   |
| • | "I noticed right at the start that the narrator uses the word 'had'. That makes me think that they don't have those mice any more ..."   |
| • | Encourage the students to use what they've found out from pages 22 and 23 to predict what might have happened to the mice. (Forming hypotheses)  |
| • | Ask the students to read page 24 and to think, pair, and share possible answers to the problem. (Forming hypotheses)   |
| • | Have the students read page 25 and review their predictions. "What do you think of their plan?" (Testing hypotheses; evaluating)   |
| • | Ask the students to read page 26. "Why do you think people aren't buying the mice?" (Inferring)  |
| • | "What information do you think the children should put on the poster?" Refer to the chart and discuss what points they think would be effective for persuading people to buy the mice. (Evaluating; forming hypotheses)  |
| • | Remove the mask from page 27 and have the students compare the children's ideas with their own ideas. (Evaluating; testing hypotheses)   |
| • | "What do you think of the way they are trying to solve the problem?" "Will it work?" (Evaluating; forming hypotheses)  |
| • | Ask the students to read to the end of the text. "How did Davy manage to sell the mice?" "What evidence in the story makes you think that?" Draw out the idea that he answered questions and demonstrated things to the customers as well as displaying the poster — and that he thought it was "hard work". (Inferring; analysing and synthesising) |
| • | "I wonder if they're right about Pinky and Kit both being girls. They were wrong about that before ..."  |
|   | (Forming hypotheses)   |

### After reading

- |   |  |
|---|--|
| • | Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.   |
| • | Refer to the chart about pets. "Are there any ideas you want to add now that you've read the text?" Ask the students to consider whether or not they think mice would make good pets and to justify their opinions. (Evaluating) |
| • | "What have you learned about selling things to other people?" (Inferring; analysing and synthesising)  |
| • | Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.   |

## Revisiting the Text

*What follow-up tasks will help my students to consolidate their new learning?*

•	Ask the students to use the ideas on the chart to help them write an argument to convince people that mice are good (or not so good) pets.
•	The students could work with a partner to draw up a pros and cons list for another type of pet.
•	The students could read “Making a Daycare Centre for Mice” and “Nibbling and Gnawing” in <i>Connected 1 2001</i> .

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# Morning on the Marae

by Sue Gibbison

From *School Journal*, Part 1, Number 1, 2007

## Overview

This poem evokes the sensations of waking up on a marae during a class sleepover.

## Suggested Teaching Purpose

*Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?*

Examples of an appropriate teaching purpose are listed below.

- |  |
|--|
| <ul style="list-style-type: none"><li>To support the students in developing the comprehension strategies of making connections, <b>visualising</b>, or analysing and synthesising.</li></ul> |
|--|

## Features of the Text to Consider in Context

*What features of this text would make it appropriate for teaching particular strategies or language features?*

- |  |
|--|
| <ul style="list-style-type: none"><li>The appeal to all of the senses that supports visualisation</li></ul>  |
| <ul style="list-style-type: none"><li>The hyphenated words that are used to create images: “warm-pillowed”, “sleepy-eyed”, “foggy-breathed”, “wide-stretched”</li></ul>          |
| <ul style="list-style-type: none"><li>The gradual increase in pace and the sense of anticipation as the children wake and start moving around</li></ul>                          |
| <ul style="list-style-type: none"><li>The inclusion of speech that changes the pace and tone</li></ul>   |
| <ul style="list-style-type: none"><li>The mingling of te reo Māori and English</li></ul>   |
| <ul style="list-style-type: none"><li>The repetitive structure</li></ul>   |
| <ul style="list-style-type: none"><li>The repetition of “on the marae” in the first two verses and in the last line</li></ul>  |
| <ul style="list-style-type: none"><li>The unusual syntax with the personification of “Morning on the marae” and the sense of the “Room 7 sleepover” as a single entity</li></ul> |
| <ul style="list-style-type: none"><li>The use of onomatopoeia: “rumbling”, “smacking”</li></ul>  |
| <ul style="list-style-type: none"><li>The use of the present tense.</li></ul>  |

## Readability

*What aspects relating to this text might constitute challenges for my students?*

- |  |
|--|
| <ul style="list-style-type: none"><li>The use of te reo Māori</li></ul>  |
| <ul style="list-style-type: none"><li>The meaning and pronunciation of the hyphenated words</li></ul>          |
| <ul style="list-style-type: none"><li>The unusual syntax, which ESOL students may need support with.</li></ul> |

*What prior knowledge would support my students in reading this text?*

- |  |
|--|
| <ul style="list-style-type: none"><li>Their familiarity with the way ideas and images can be evoked through poetry</li></ul>                                       |
| <ul style="list-style-type: none"><li>Their experiences of staying on a marae</li></ul>  |
| <ul style="list-style-type: none"><li>Their experiences of sleepovers, camps, or sleeping arrangements with several beds and/or mattresses in one space.</li></ul> |

## Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- |   |  |
|---|--|
| • | use the words in the poem and my own experiences to talk about the pictures that are created in my head as I read; |
| • | talk about the ways the writer has used language to evoke images and feelings.                                     |

## A Framework for the Lesson

*How will I help my students to achieve the learning outcomes?*

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

### Before reading

- |   |   |
|---|---|
| • | If your students haven't stayed on a marae, you may like to read and discuss the Ready to Read text <i>At the Marae</i> with them some days prior to this reading. (Making connections)   |
| • | Tell the students the title of the poem. Ask them to share any experiences they have of visiting marae, going camping, or taking part in sleepovers. "What did you see? Hear? Feel?" Explain that this poem appeals to all the senses. (Making connections) |
| • | Clarify the learning outcome(s) with the students.  |

### During reading

- |   |  |
|---|--|
| • | Ask the students to close their eyes while you read the poem aloud. Tell them that as you read, you would like them to think about the pictures that form in their minds. (Visualising)  |
| • | After the reading, ask the students to share their ideas about what the poem is about. (Summarising)   |
| • | Give out the Journals and reread the first verse together. "What picture did this make in your head?" "Which words helped to create that picture?" Discuss the effect created by the verb "wakes" and the hyphenated words "sleepy-eyed" and "warm-pillowed". (Visualising; analysing and synthesising)    |
| • | Have the students read the rest of the poem, thinking about the images and feelings the writer is trying to convey. Provide support with the pronunciation of the words in te reo Māori as necessary. (Visualising)  |
| • | Read the rest of the poem together verse by verse, discussing the words that evoke images and feelings. Discuss the effect of the shift from gentle images such as "warm-pillowed" and "foggy-breathed" to brisk, hard-edged phrases such as "hot toast" and "lips smacking". (Analysing and synthesising) |

### After reading

- |   |  |
|---|--|
| • | Reread the first two verses and discuss the various meanings of the phrase "Morning on the marae", for example, as a literal description of a time and place, as the personification of "morning", and as a way of describing what the class is doing. Draw out the idea that poets often use words in ways that have multiple meanings. (Analysing and synthesising)  |
| • | Talk about the words the poet used to help readers visualise the scene. Create a senses chart and use it to draw out the way the words chosen by the poet appeal to different senses. (Visualising; analysing and synthesising)  |
| • | Discuss the significance of the words in te reo Māori and of the Māori concepts that are suggested in the text. You could introduce the term "mahi tahi", which means "to collaborate or co-operate" and describes the way in which people work together towards a common goal. You could relate this to the students' own experiences of working together for the good of the whole group. You could also draw out the concept of "manaakitanga" or "hospitality". For ESOL students, you could relate this to the words for the same concepts in their own languages. (Making connections) |
| • | Discuss the changes of pace in the poem and how the spoken phrases act as "markers" of the changes. (Analysing and synthesising)   |

- |   |  |
|---|--|
| • | Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions. |
|---|--|

## Revisiting the Text

*What follow-up tasks will help my students to consolidate their new learning?*

- |   |  |
|---|--|
| • | Ask the students to quickly sketch the pictures they saw in their heads for each verse. (Visualising)  |
| • | The students could put the words to music to create a soundscape or rap. (See the Into Music series for guidance in creating soundscapes.) (Visualising)   |
| • | Use the text as a model for shared writing. Create a sentence together describing a familiar experience (for example, going to bed, the last day of school), ensuring that it includes a simple, one-syllable verb and an interesting hyphenated word. Then innovate on the text structure to add more sentences, working towards the creation of a free-verse poem that is similar in structure to this one. (Analysing and synthesising; links to writing) |

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