

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 in achieving 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*, *Effective Literacy Practice in Years 5 to 8*, 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.

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 about texts
•	asking questions
•	creating mental images or visualising
•	inferring
•	identifying the writer’s purpose and point of view
•	identifying the main idea
•	summarising
•	analysing and synthesising
•	evaluating ideas and information.

The notes suggest ways to develop these and other strategies. For updated information about comprehension strategies, see *Effective Literacy Practice in Years 5 to 8*, pages 141–151.

Introducing the Text

The introduction should be relatively brief. It should:

•	make links with the students’ prior knowledge (both of context and of text form) 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 paper clips or self-adhesive notes) any words that cause difficulty.

Discussing the Text (after the reading)

This should be brief (a maximum of ten or fifteen minutes) and should not be a simple “question and answer” session. Encourage focused conversations to extend students’ comprehension and critical thinking. Use questions and prompts to probe their understandings. Ask the students to justify and clarify their ideas, drawing on evidence from the text.

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

You can also explore (and enjoy) vocabulary and text features in greater detail or 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. Talk about strategies the students could (or did) use, such as chunking longer words and noting similarities to known words (to help them decode) or rerunning text and looking for clues in the

surrounding text (to clarify meaning).

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 students' own written vocabulary by discussing 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 Surf 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
•	the demands of the task that the students are being asked to undertake.

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.

When considering the needs of ESOL students, you should especially think about:

•	any culture-specific assumptions about the types of prior knowledge and experience that readers will bring to the texts
•	any colloquial language in the text which may be familiar to English-speaking students but not to ESOL students
•	any large amounts of dialogue in the text that make it difficult to determine the context and/or speakers
•	the use of ellipsis (for example, "the man [who was] lying under the tree")
•	the length and complexity of the sentences, as well as the complexity of and variation in verb phrases and noun phrases.

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.

Snail Snatch

by Jill MacGregor

From *School Journal*, Part 1, Number 3, 2006

Overview

Why would anyone want to farm snails? This factual recount tells how a group of children enter a competition to find snails for a local snail farm. When they visit the farm, they're astonished to discover what the snails are used for.

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 asking questions , making connections, inferring, or analysing and synthesising
•	To expand the students' awareness of the impact of descriptive language and encourage them to use a greater variety of descriptive vocabulary in their writing.

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 gradual disclosure of the reason for farming snails
•	The scientific and technical information embedded in the text
•	The features of a recount, including the use of the past tense, the third-person narration, and the indicators of time passing, such as "Every morning", "In just ten days", "After school one day"
•	The inclusion of dialogue
•	The sense of pace on page 3
•	The alternatives to "said", for example, "announced", "gulped", "squirmed", "replied"
•	The synonyms for "searched", for example, "hunted", "looked", "spotted", "found"
•	The descriptive language: – the variety of verbs, for example, "poked", "collected", "invited", "caught", "sprinkled", "tickled", "fattened" – the adjectives that clearly describe the snails and their surroundings, for example, "shady", "cool", "damp", "tiny", "fragile", "see-through", "slimy", "chewy" – the superlative adjectives "most", "fattest", "healthiest", "fastest-growing" – the adverbs "tightly", "proudly", "politely"
•	The alliteration in the title
•	The supportive photographs.

Readability

Noun frequency level: 8.5–9.5 years

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

•	The children's names
•	The use of the future tense on page 6
•	The concept of farming (and eating) snails
•	Words or concepts that some students may find challenging include: "looked on her website", "corrugated-iron ring", "dry snail food", "feeding platform", "fragile", "acid", "fattened up", "gulped", "squirmed", "politely".

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

- | | |
|---|---|
| • | Their familiarity with snails and with unusual kinds of farming (for example, worm farms) |
| • | Their experience of competitions and their motivating influence. |

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

I will be able to:

- | | |
|---|---|
| • | ask questions and think about them as I read to help me understand the text; |
| • | use what I know about snails and competitions to help me understand the text; |
| • | talk about words that add interest to the text and think about using more descriptive language in my writing. |

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

Select from the suggestions according to your purpose for the reading.

•	Tell the students you have a text for them to read about an unusual type of competition. Discuss any experiences the students have had with entering competitions. “How did it make you feel?” Draw out the idea that competing with others can have a motivating effect. (Making connections)			
•	Start a KWLH chart about snails.			
	What I Know	What I Want to Know	What I Learnt	How I Know
	Tell the students you want them to think about their questions as they read and to look for answers – or for more questions. (Making connections; asking questions)			
•	“The writer of this text uses lots of interesting words to describe what’s happening and also to create impact. While you’re reading, I want you to jot down some examples of interesting words or mark them with sticky notes so that we can talk about them after the reading.” (Analysing; building vocabulary)			
•	Share the learning outcome with the students.			

During reading

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|---|--|
| • | Speculate on what the title might mean. “Why would anyone want to snatch snails?” (Forming hypotheses) |
| • | Have the students read page 2 and discuss possible answers to Madison’s question. (Forming hypotheses) |
| • | Remind the students of the purpose for the reading and ask them to read page 3. If necessary, support them with reading the names of the children. “Have these first two pages raised any new questions for you? Have you found any answers to your original questions?” Add any questions and answers to the KWLH chart. (Asking questions) |
| • | Have the children read pages 4–6 and think, pair, and share about whether these pages have answered any of their questions. Encourage the students to consider the usefulness of their questions so far. “Why was that a useful question? How did it help you understand this text?” (Asking questions) |
| • | Why didn’t the author tell us who won first and second prize? (Inferring) |

•	Return to the students' ideas about the answer to Madison's question. "Have you found any other clues that have changed or confirmed your ideas?" (Page 6 introduces the idea of fattening the snails up.) (Inferring; testing hypotheses) Build a sense of anticipation before the students read page 7.
•	Have the students read to the end of the text. Enjoy the humour in the contrast between Michelle's triumphant speech and the children's reactions. "Is this what you predicted?" (Testing hypotheses) "How do you think Brendan might have said that? What clue does the writer give you?" (Inferring)
•	"How would <i>you</i> feel about eating snails?" (Making connections)
•	Discuss whether asking themselves questions while they were reading helped the students to understand the text. Complete the KWLH chart and note any questions that remain unanswered. Draw out the idea that some questions can be much more effective than others. Decide together whether the remaining questions are useful and, if so, discuss where the students might find relevant information. (Asking questions)

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.
•	Focus on the writer's use of language. For example, you could look closely at how the writer creates a sense of pace on page 3. She uses an opening summary sentence that introduces the idea of the children busily hunting for snails and then repeats the same sentence structure many times to create a feeling of constant activity. As well as referring to different children and places, she adds interest by using a variety of synonyms for "searched". You could talk about how the writer uses descriptive language in the first paragraph on page 6 to help the reader imagine what the snails look and feel like. (Analysing and synthesising; visualising) You could focus on one aspect of vocabulary, for example, the alternatives to "said". Reread page 7 to the students, replacing these alternatives with "said". "Which version do you prefer? Why?" (Analysing; evaluating) Add the examples to a reference chart.
•	Reflect with the students on how well the learning outcome has 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?

•	Use the library or Internet to find answers to the remaining questions on the chart. (Asking questions)
•	Create a descriptive paragraph together, using some of the features the students have discussed, for example, the use of verbs to create pace or the use of adjectives to add clarity.
•	Have the students work together to record examples of descriptive words from the text on sticky notes. You could assign a page to each pair. Help them to group the words by word type (verbs, adjectives, adverbs, and, possibly, superlative adjectives, depending on how far you want to stretch your students) on a reference chart. Draw out the idea that, although adjectives are commonly known as "describing words", verbs and adverbs can also be highly descriptive. Encourage the students to "borrow" the words from the chart and use them in their own writing.

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Junk

by Celia Davies

From *School Journal*, Part 1, Number 3, 2006

Overview

Joshua and his poppa decide to make a trolley out of the junk they find in the basement. But is it *really* junk? This realistic story shows how a family deals with a problem with humour and common sense.

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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|---|--|
| • | To support the students in developing the comprehension strategies of inferring , forming and testing hypotheses, and evaluating. |
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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?

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|---|---|
| • | The information that is presented indirectly to the reader through the characters' actions and dialogue |
| • | The twist at the end of the story |
| • | The lessons learnt by the characters, which are implicit in the story |
| • | The opening sentence, which uses dialogue to hook the reader straight into the action |
| • | The informal dialogue, including a large number of contractions and an abbreviation ("ad") |
| • | The alternatives to "said" |
| • | The advertisement, including the words in capitals. |

Readability

Noun frequency level: 8.5–9.5 years

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

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|---|--|
| • | The concept of trolleys and how they work |
| • | The need to infer some information about the characters |
| • | Words and concepts that some readers may find challenging include: "trolley", "timber", "basement", "pram", "hood's", "out of date", "fancy three-wheeled buggies", "troublemakers". |

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

- | | |
|---|--|
| • | Experiences of inferring information about characters in fictional texts |
| • | Familiarity with solving problems in a family situation |
| • | Experiences of relationships with grandparents |
| • | Experiences with making things out of household junk. |

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

I will be able to:

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|---|---|
| • | read between the lines to find out why the characters behave as they do; |
| • | predict what is going to happen as I read and look for clues to show me whether I am on the right track or whether I need to change my predictions; |
| • | discuss why the characters behave as they do and whether they could have reacted differently. |

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

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| • | Get the students to think, pair, and share their experiences of making something from junk materials or of keeping junk for future use. Introduce the concept of a trolley. You could read aloud <i>The Trolley</i> by Patricia Grace (Penguin New Zealand, 1993). (Making connections) |
| • | Share the learning outcome with the students. |

During reading

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| • | Have the students read to “‘I’m sure we are,’ said Poppa.” on page 9. Ask the students to clarify the family relationships. “How are the characters feeling? How do you know?” “Why is Dad smiling? What makes you think that?” (Inferring) |
| • | Have them read to the end of page 9 and think, pair, and share about what will happen. “Why do you think that?” (Forming hypotheses) |
| • | Have the students read to “even when she wasn’t having a baby” on page 13. “What clues can you find to help you work out how Joshua and Poppa are feeling?” (Inferring) “Is this working out as you thought? Do you want to review your predictions?” (Forming and testing hypotheses) |
| • | Ask the students to read to “stuck in my throat” on page 14 and review their predictions again. Draw out the idea that good readers make and remake predictions continually and that thinking about what might happen next helps readers to focus. (Testing hypotheses) |
| • | “What would <i>you</i> do?” “What do you think Joshua and Poppa will do?” (Making connections; forming hypotheses) |
| • | Have the students read to the end of the story. “Why did Poppa advertise for an old pram?” “Why didn’t Mum tell them that she’d known about the wheels for a long time?” “Do you think Mum is really cross? What makes you think that?” (Inferring) |

After reading

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|---|---|
| • | 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 did your predictions turn out? Did you change your predictions as you read? Why?” Draw out the idea that, as they read, the students will often discover information that leads to a new prediction – and that sometimes writers deliberately try to create surprises for the reader and make it hard to predict what’s going to happen next! (Testing hypotheses) |
| • | “What could Joshua and Poppa have done differently? What would you have done?” (Making connections; evaluating) |
| • | “Hot seat” the characters and interview them about why they behaved as they did. (Evaluating) |
| • | Reflect with the students on how well the learning outcome has 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?

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| • | Draw a sequence of frames from the story, with speech bubbles to show what the characters are saying and thought bubbles to show what they are thinking. (Inferring) |
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Turei's Two Dollars

by Alan O'Neill

From *School Journal*, Part 1, Number 3, 2006

Overview

Before Turei goes to sleep, he puts the coin Nana has given him for his tooth on the window sill. While he sleeps, the creatures that live in his garden take the coin through a chain of adventures, watched by Morihana the goldfish.

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 forming and testing hypotheses, visualising, or analysing and synthesising
•	To practise strategies for working out unfamiliar words.

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 sequence of events, which follows a predictable chain reaction of cause and effect and has pivotal points introducing each new scene
•	The circular structure of the story
•	The vivid language, particularly the verbs, adjectives, and adverbs, which help to create mood and atmosphere and to reveal the characters
•	The device of the goldfish as silent observer of the action
•	The opening paragraph, which leads straight into the action through dialogue
•	The elements of fantasy, including talking animals
•	The way the characters are revealed: – the specific verbs used to describe their actions, for example, “swooped”, “plucked”, “crashed”, “sniffed”, “crept”, “pounced”, “leapt”, “padded” – their thoughts, disclosed through their dialogue and monologues
•	The variety of alternatives to “said”, for example, “sang”, “wondered”, “whistled”, “squeaked”, “muttered”
•	The contrast between Turei's perceptions and those of the creatures, emphasised by the repeated description of the coin as something round and shiny
•	The humour in the secret shared by the reader and the creatures but not by Turei
•	The glossary of Māori words.

Readability

Noun frequency level: 8.5–9.5 years

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

•	The Māori vocabulary.
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What prior knowledge would support my students in reading this text?

•	Their familiarity with stories featuring talking animals, such as fables
•	Their familiarity with the concept of the food chain, for example, through traditional tales featuring predators and tricksters

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|---|----------------------------------|
| • | Their knowledge of te reo Māori. |
|---|----------------------------------|

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

I will be able to:

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|---|--|
| • | make predictions about what will happen in the story and think about my predictions as I read; |
| • | talk about the structure of this text; |
| • | talk about how the writer has helped me to visualise the characters in this text; |
| • | use strategies to work out and check the meanings of new words. |

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

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|---|---|
| • | Discuss what happens when the students lose a tooth. (Making connections) |
| • | Explain that this story has a particular structure that will help them to make predictions as they read. Discuss the idea of a chain of events. You could introduce the song “There Was an Old Woman Who Swallowed a Fly”. (Analysing and synthesising) |
| • | Tell the students that there are Māori words in the text. If these words are likely to be unfamiliar to the students, review some ways they could work out their meanings, for example, using the illustrations, reading on to the end of the sentence or paragraph, or making connections to prior knowledge or to other information in the text. Tell the students that they can use the glossary at the end of the story to cross-check their predictions. |
| • | Share the learning outcome with the students. |

During reading

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|---|--|
| • | Read the first paragraph with the students. “Do you think the coin will be safe there?” “What do you think will happen? What makes you think this?” (Forming hypotheses) |
| • | Talk about the Māori words on this page and how the children attempted them. “What clues did you use? How did you check?” (Inferring and cross-checking) |
| • | Ask the students to read page 18. “How did you work out who Marama and Ruru were? When did you know you were right?” (Inferring; cross-checking) |
| • | Have the students read page 19. “Are you starting to see a pattern? What do you think will happen next? Does that fit the pattern?” (Analysing and synthesising; forming and testing hypotheses) |
| • | Ask the students to keep reviewing their, predictions as they read to the end of the story. |
| • | Discuss the students’ predictions and any changes they made to them as they read. “What changed your thinking?” (Testing hypotheses) |
| • | “What did you notice about the structure of the story when you reached the end?” Discuss the circular structure and the sequence of events as a chain of cause and effect. You could draw a diagram on a chart, on the board, or in the group’s guided reading book to show how the events follow each other in a circle from beginning to end. (Analysing and synthesising) |

After reading

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|---|---|
| • | Discuss the strategies that the students used to work out and check the meanings of any unfamiliar words. |
| • | In pairs, ask the students to share the part of the story that gave them the strongest pictures in their minds. (Visualising) |

•	Talk about how the viewpoint changes during the story, from that of Turei to that of the night creatures: for example, Turei talks about his two dollars, but the creatures see it as a shiny, round thing. Have the students find other examples of how the writer describes the creatures' perceptions of the coin, for example, Wētā struggles with it, Kiwi investigates it as something to eat, and Kiore is attracted by its beauty. Draw out the idea that the writer is helping the reader see the events in the narrative through the eyes of the creatures. (Analysing and synthesising; visualising)
•	You could focus on the vocabulary that the writer uses to describe the actions of the creatures. Read an example out loud, such as “Silently she swooped down, plucked up the shiny coin in her claws, and flew back to the safety of her tree.” “What sort of creature is this sentence about? What words tell you that? How might these words be different if the writer was describing a dog (or another animal)?” (Analysing and synthesising)
•	Reflect with the students on how well the learning outcome has 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?

•	Have one of the students take the role of Morihana (the goldfish). Act out an interview with Morihana, asking him what he heard, saw, and felt as the events took place. (Visualising)
•	Write a circular story together.
•	Have the students work with a partner to find other examples of how the writer has tried to convey the events in the narrative from the viewpoint of one of the creatures. Have them draw a picture of the creature, record words from the text that describe it, and add other words that describe how that creature might look, sound, or move.

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Beans

by Janice Leitch

From *School Journal*, Part 1, Number 3, 2006

Overview

This play takes a fresh look at the tale “Jack and the Beanstalk”.

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, inferring, or identifying the author’s purpose. |
|---|---|

Features of the Text to Consider in Context

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

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|---|--|
| • | The humorous effect of the unexpected, modern variants on the traditional tale |
| • | The colloquial, contemporary language |
| • | The development of the characters through actions and dialogue |
| • | The open ending. |

Readability

Noun frequency level: 8–9 years

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

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|---|--|
| • | The concept of a talking goose |
| • | Colloquial expressions, for example, “Huh”, “don’t forget your teeth”, “my tummy says it’s breakfast time”, “hold your horses”, and “winning Lotto”, which may be challenging for some ESOL students |
| • | Words and concepts that some readers may find challenging include: “yawning”, “Goosey”, “living in the clouds”, and “max”. |

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

- | | |
|---|--|
| • | Their familiarity with the traditional tale “Jack and the Beanstalk” |
| • | Their experiences of family interactions and conflicts. |

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

I will be able to:

- | | |
|---|--|
| • | use what I know about another text to help me make predictions about what might happen in this text; |
| • | infer information about the characters by looking at how they behave and what they say; |
| • | think about and discuss what the author might have wanted to achieve in writing 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

- | | |
|---|--|
| • | Discuss the advantages of making connections with what you already know (for example, about traditional stories or family relationships) when you are reading a new text. (Making connections) |
| • | Share the learning outcome with the students. |

During reading

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|---|--|
| • | Have the students read to “a story soon” at the bottom of page 25. “What have you found out about the characters?” Ask them to find the clues in the text that helped them to do this. (Inferring) |
| • | “Does the story so far remind you of any other story you’ve read? What similarities are there? What are the differences?” (Making connections) |
| • | “What do you think Jack was brushing off his hands?” “What do you think might happen next? Why do you think this?” (Inferring; forming hypotheses) |
| • | Have the students read to “something coming down!” on page 27. “What do you think it will be?” Suggest that they read to the end to find out. (Forming and testing hypotheses) |

After reading

- | | |
|---|--|
| • | Discuss whether the students’ predictions were correct. (Testing hypotheses) |
| • | In pairs, have the students choose one character and find parts of the play that helped them to work out what he or she is like. Share these parts with the whole group. (Inferring) |
| • | Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out. |
| • | Discuss the similarities and differences between this play and the traditional story. You could record these using a T-chart or Venn diagram. (Making connections) You could probe deeper and ask the students why the writer has included a sister for Jack. Draw out the idea that the dialogue between the two characters is a device that allows the reader to find out what’s happening. (Analysing and synthesising) |
| • | “Why do you think the author wrote this play?” (Identifying the author’s purpose) |
| • | Reflect with the students on how well the learning outcome has 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?

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|---|--|
| • | Read another modern version of a traditional tale (for example, “The Little Red Riding Hood Rap” in <i>School Journal</i> 2.2.04 or “Missing” in <i>School Journal</i> 2.2.06) and draw up a chart to show the differences and similarities between the traditional and modern versions. |
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After Every Storm

by Don Long

From *School Journal*, Part 1, Number 3, 2006

Overview

This narrative poem is set on the atoll of Atafu in Tokelau. In simple but richly symbolic language, it evokes the island setting and suggests the power of a child's love to comfort her grandmother.

This poem would also be suitable for use with older 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.

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| • To support the students in developing the comprehension strategies of visualising, making connections, inferring, or analysing and synthesising . |
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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?

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| • The poetic language, including symbolic descriptions of weather and landscape |
| • The strong and caring relationship between Mele and her grandmother |
| • The multiple levels of meaning |
| • The short lines and repetition, which slow the pace of the poem |
| • The sense of tenderness and loss |
| • The dialogue |
| • The text box with background information about Tokelau. |

Readability

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

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| • The concept of "shells that run away" |
| • The unconventional poetic structure |
| • The use of imagery and symbolism. |

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

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| • Their familiarity with the Pasifika setting |
| • Their experiences of sadness and loss and of caring family relationships. |

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

I will be able to:

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|--|
| • form images in my mind as I read the poem; |
| • use my own experiences and my ideas about the images in this poem to help me understand this poem more deeply; |
| • look for clues that help me to understand the deeper meanings in this poem; |
| • identify ways in which the writer has used images to suggest the characters' feelings and moods. |

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

•	Talk about the students' experiences of collecting shells and the memories they evoke of holidays and special places. (Making connections)
•	Tell the students that you have a poem for them to read and discuss their expectations of the characteristics of a poem. Explain that the poem you have for them may seem more like a story and that it has more than one level of meaning.
•	Share the learning outcome with the students.

During reading

•	Ask the students to close their eyes while you read the poem aloud to them. "What images formed in your mind as you listened? Where is the poem set? How do you know? What sorts of shells might 'run away'?" (Visualising; inferring)
•	Read the information about Tokelau to them and briefly discuss the setting. Check that they know what a cemetery is.
•	Read the poem to the students again and ask the students to think, pair, and share to clarify their ideas about the literal meaning of the poem – the actual sequence of events. (Summarising)
•	Discuss the difference between telling ("She knows that Grandma is missing her friends") and using imagery and symbolism to suggest ideas to the reader. Hand out copies of the Journal and ask the students to read page 30. "How does Mele feel about her grandma? How do you know?" (Inferring)
•	Ask them to read to the end of the poem and to discuss their ideas about how the characters are feeling at the different points in the poem. "What makes you think that?" (Inferring)
•	Ask the students to look at the illustrations. "Is this what you imagined the poem's setting would be like?" (Visualising)

After reading

•	Return to the idea that texts often have different levels of meaning. Lead on to the idea that poets often mix ideas together to suggest new meanings. Draw up a chart such as the one below to explore the students' ideas about the images in the poem. (Making connections; analysing and synthesising)
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Image	What happens in the poem [the literal meaning]	Our thoughts [symbolic meanings]
The shells	Mele and her grandma pick up shells to make a lei.	Mele and Grandma like doing things together. Making a lei from shells means joining things together to make something beautiful. The shells are like Grandma's friends. Friends and family are like shells joined together in a lei.

The storm	The poem is about what Mele and her grandma are doing after a storm.	A storm suggests angry and gloomy feelings. It's peaceful on the beach after a storm. Mele's grandma feels sad at the cemetery – her tears are like the rain. When Grandma's friends die, it's like a storm in her life.
The rainbow	They see a rainbow when they're at the cemetery.	Rainbows are bright and colourful. A rainbow is usually a good sign in books. Rainbows make us feel cheerful. It's like saying that the storm is over and it will be peaceful again.
<ul style="list-style-type: none"> Hand out photocopies of the poem. Have the students work in pairs to decide how they would divide the poem into sections at points where the mood changes. Ask them to mark these points on their photocopies and highlight words or images in each section that help to convey the mood and the characters' feelings. As a group, compare the students' findings. (Analysing and synthesising) 		
<ul style="list-style-type: none"> Reflect with the students on how well the learning outcome has 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?

- Read "Nana's Sunrise" by Desna Wallace in *School Journal* 2.1.06. The students could compare the ideas about grandmothers in the poems (Making connections) or they could look at the way the two poems use imagery and poetic language to convey the characters' feelings. (Making connections; analysing and synthesising)

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