

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.

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.

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Not Just Kicking and Punching

by Adele Broadbent

From *School Journal*, Part 2, Number 2, 2006

Overview

Corey learns ju-jitsu, a traditional Japanese martial art. This report describes what is involved and recounts some of Corey's experiences and feelings about the sport and its impact on his life.

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">To support the students in developing the comprehension strategies of making connections or identifying and summarising main ideas. |
|--|

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">The structure and features of a report, including the use of the present tense and information about ju-jitsu that is organised in paragraphs with main and supporting ideas |
| <ul style="list-style-type: none">The use of one boy's experiences as a vehicle for conveying information |
| <ul style="list-style-type: none">The use of Japanese language and of footnotes that explain the meaning and pronunciation of the Japanese words |
| <ul style="list-style-type: none">The values (of concentration, respect, and persistence) that are embedded in the text |
| <ul style="list-style-type: none">The concept of a grading system involving badges, stripes, and belts |
| <ul style="list-style-type: none">The title, which grabs the reader's attention |
| <ul style="list-style-type: none">The supportive photographs |
| <ul style="list-style-type: none">The topic-specific vocabulary, for example, "Ju-jitsu", "martial art", "self-defence". |

Readability

Noun frequency level: 9.5–10.5 years

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

- | |
|--|
| <ul style="list-style-type: none">The Japanese terms and their explanations in the footnotes |
| <ul style="list-style-type: none">The idea that you can apply what you learn from a sport (or from other activities) to other parts of your life |
| <ul style="list-style-type: none">The concept of moving up through a complex hierarchy of levels |
| <ul style="list-style-type: none">Words and concepts that some students may find challenging include: "attention", "training", "session", "moves", "reflexes", "grading", "demonstration", "timing", "ceremony". |

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

- | |
|--|
| <ul style="list-style-type: none">Their familiarity with martial arts |
| <ul style="list-style-type: none">Their experiences of training for a sport |
| <ul style="list-style-type: none">Their experiences of working towards a goal |
| <ul style="list-style-type: none">Their familiarity with the features of a report. |

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

I will be able to:

- | | |
|---|---|
| • | use what I know to help me understand this text; |
| • | use a chart to help me distinguish between the main ideas and supporting detail in this report. |

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

- | | |
|---|---|
| • | Write the term “traditional martial arts” on a chart and ask the students to share their ideas about what this means, drawing out the idea that martial arts are “not just kicking and punching”. Ask the students where they think martial arts come from. If there are “experts” in the group, encourage them to share their own experiences. Discuss the word “traditional” and what it means in this context. Develop a definition of “traditional martial arts” and record it on the chart or in the class guided reading book. (Making connections) |
| • | Introduce the title and ask the group what ideas it suggests to them. Talk about how texts sometimes have so much information that it can be hard to identify the main ideas – what the writer thinks is most important. Draw up a T-chart with the headings “Main ideas” and “Supporting details”. Tell the students that you want them to use this chart while they read to help them distinguish between the main ideas and the supporting details. (Identifying main ideas) |
| • | Share the learning outcome with the students. Explain that they are going to read this text in sections, using the chart to help them identify the main ideas. They will do this first as a group and then independently. Have individual copies of the T-chart ready to distribute to the students after you’ve modelled their use. |

During reading

- | | |
|---|---|
| • | Explain that there are some Japanese words in the article. Draw on your knowledge of your students to decide how much guidance you’ll need to give them with using the footnotes. Have the students read page 2 and practise saying the Japanese words out loud. |
| • | Review the content on this page. Focus on the information in the fourth paragraph. Take some time to go through the paragraph together, discussing what seems to be most important idea and what is supporting detail. Record the students’ ideas on the T-chart. Review the chart and check whether the links between the main ideas and supporting detail seem correct – for example, the first sentence has a main idea and the next two sentences provide detail. (Because the chart is a tool for organising thinking, it may end up looking quite messy as the students discuss and change their ideas.) (Identifying and summarising main ideas) |
| • | Ask the students to read to “reflexes and speed” on page 3. Talk about the idea of self-defence and the way Corey applies what he learns in ju-jitsu to other aspects of his life. Once again, discuss and record the main ideas and supporting details. (Making connections; identifying and summarising main ideas) |
| • | Give each student their own copy of the T-chart. Ask them to read on. “When you feel that you have found the next break in the text, talk to your neighbour and see if you can identify the main idea by yourselves.” Get the students to share their findings and discuss them with the rest of the group. (Identifying and summarising main ideas) |
| • | Ask the students to read to the end of the text and repeat the process of identifying, sharing, discussing, and recording the main idea. (Identifying and summarising main ideas) |

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.
•	Read through and discuss the main ideas that the group has recorded. Point out one example of the way that the writer has used Corey's personal experiences to convey the main ideas about judo, and then ask the students to find more examples. (Identifying and summarising main ideas; analysing)
•	Discuss Corey's feelings about performance and why they have changed. "What does he mean when he says 'And one day I'll be a black belt!'" (Making connections)
•	Talk about the sports the students play and the lessons they learn from them. "How do you apply those lessons in everyday life?" (Making connections)
•	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?

•	As a group, talk about the grading system and draw up a flow chart to show how it works. Discuss the grading systems used in other martial arts or sports. (Analysing; making connections)
•	Ask class members who are learning martial arts to bring their uniforms to class and to be interviewed about what their sport involves. Ask the group to listen carefully to the answers to their questions and then to discuss and record the main ideas. (Identifying and summarising main ideas)

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Rats' Nests

by Diana Noonan

From *School Journal*, Part 2, Number 2, 2006

Overview

When Millie is asked to look after a rat that has been freed from a laboratory, it seems easy to agree. But when she finds that her mother doesn't want a second "rat's nest" in the house, things get more complicated. For the rest of the week, Millie keeps the rat's presence under her bed a secret – but mothers are hard to fool! This text could be used to support a very wide range of comprehension strategies, but these notes have focused on only four.

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">To support the students in developing the comprehension strategies of making connections, evaluating, analysing and synthesising, 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?

- | |
|---|
| <ul style="list-style-type: none">The structure of the text as a realistic narrative with a setting, characters, a problem, and a resolution |
| <ul style="list-style-type: none">The third-person narrative |
| <ul style="list-style-type: none">The use of the past tense |
| <ul style="list-style-type: none">The figurative and literal uses of the term "rat's nest" |
| <ul style="list-style-type: none">The dramatic introduction, which establishes the problem through the use of dialogue |
| <ul style="list-style-type: none">The tension created by Millie's fear of discovery |
| <ul style="list-style-type: none">The surprising conclusion |
| <ul style="list-style-type: none">Millie's dilemma, in which she is torn between her sense of responsibility for the rat and her desire to be truthful to her mother |
| <ul style="list-style-type: none">The author's implicit messages about truthfulness and responsibility |
| <ul style="list-style-type: none">The links to a number of complex issues, including:<ul style="list-style-type: none">– the ethics of animal testing– peer pressure– secrets within families |
| <ul style="list-style-type: none">The clues that enable the reader to infer information, such as Mum's comments about the cereal, which reveal that she has known about the rat for a long time |
| <ul style="list-style-type: none">The use of dialogue to shift the action along and to convey the relationship between the characters |
| <ul style="list-style-type: none">The indicators of time that take the reader through a sequence of events, including those that have taken place earlier, for example, "That morning", "That night", "Just when", "All that week", "By Friday night" |
| <ul style="list-style-type: none">The use of the dash to add further information or comment to a sentence |
| <ul style="list-style-type: none">The vivid language, for example, "rustling", "scuffling", "clanged". |

Readability

Noun frequency level: 8.5–9.5 years

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

•	The concept of liberating animals from laboratories
•	Colloquial expressions that some ESOL students may find challenging include: “swung into action”, “wade my way”, “Good grief!”, “yuck!”, “I wasn’t born yesterday”
•	Words and concepts that some students may find challenging include: “rat’s nest”, “lab”, “scrunch”, “rustling”, “vacuumed”, “suspiciously”, “duvet”, “deal”, “streaming”.

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

•	Their experiences of caring for pets
•	Their awareness of the use of animals in scientific experiments
•	Their experiences of facing dilemmas and of conflicts within the family.

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

I will be able to:

•	use my own experiences to help me to identify and think about the issues in this story;
•	give my opinion about the characters’ behaviour and talk about why I formed that opinion;
•	explain what I think the author’s purpose was when writing the story.

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 some of the issues that can come up between the children and adults in a family and how they can be resolved. Share the title with the students and ask them what picture it creates in their minds. Tell them that the girl in this story has a problem and that the title gives a clue about what it is. “As you read the story, I want you to identify the problem. Then we’ll discuss how she deals with it.” (Making connections; evaluating)
•	Share the learning outcome with the students.

During reading

•	Ask the students to read page 6 to find out what the problem is. (Identifying main ideas)
•	Discuss the impact of the opening sentence. Draw out the idea that the author has chosen to start the story in the middle of an ongoing argument. (Evaluating)
•	Ask the students to read to “swung into action that night” on page 7. Talk about the double meaning of the title and ask the students to identify the issues that have been raised so far. Check that they know what a lab is and, if necessary, explain the concept of using animals in laboratory tests. Encourage them to consider Millie’s conflicting loyalties and feelings about responsibility. “Is she doing the right thing? Is this what you would do?” (Making connections; evaluating)
•	“I wonder what Millie’s plan might be ...” (Forming hypotheses)
•	Ask the students to read to “All those dead flies – yuck!” on page 9. “What is Millie’s plan, and how is it going?” (Testing hypotheses)
•	Have the students pause here to review the story so far. “What’s going on between Millie and her mum?” “Why is Mum suspicious?” “How do you think Millie feels about deceiving her mum?” Keep this discussion brief in order to maintain the tension of the story. (Evaluating; inferring)
•	Encourage the students to predict how the story might end. (Forming hypotheses)

- Ask the students to read through to the end and review their hypotheses. Check that they're clear about what's happened. If necessary, return to page 9 and support the students in briefly summarising the sequence of events and reactions to clarify their understanding. (Identifying and summarising main ideas)
- Discuss the resolution: "Was it a good one?" "Was it fair?" "What has Millie learned through this experience?" "What do you think she is feeling now?" Deepen the discussion by prompting the students to consider the viewpoints and motivation of the different characters. They could consider, for example, how the boys got the rat out of the lab, how they persuaded Millie to take him, whether Millie was right to assume that the only alternative was for the rat to go back to the lab, and why Millie's mum pretended she didn't know about the rat. (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.
- Discuss the reasons why the author might have written this story. Ask the students what the author wanted readers to think about. They can try to determine the author's own opinions and find clues to support their ideas. (Identifying the author's purpose)
- Look at the ways in which the author creates impact and maintains the tension in this text, for example, the dramatic introduction and surprise ending, the gradual release of information so that the reader needs to infer what's going on, the lively dialogue, and the vivid language, for example, "rustling", "scuffling", "clanged". (Analysing and synthesising)
- Focus on the relationships between the characters. "What clues does the author give about the relationship between Mum and Millie?" Draw out the idea that the author does this through dialogue and the characters' actions rather than by direct explanation, and so the reader needs to infer. (Analysing and synthesising; inferring)
- 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 the students draw a diagram that shows the main interactions between the characters. (Identifying and summarising main ideas)			
• Ask the students to brainstorm a list of likely pets and to each complete a PMI chart. They can then compare and discuss their results:			
Type of pet	Plus	Minus	Interesting

It's Snowing – Again!

by Jan Pye Marry

From *School Journal*, Part 2, Number 2, 2006

Overview

Anna, Nick, and Peter live in North Dakota, where the first snow falls in October and usually doesn't melt until April. This report describes the advantages and disadvantages of living in such an extreme environment.

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 , or identifying and summarising main ideas. |
| • | To explore the impact of the weather on people's activities. |

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 features of a report, including an introduction, the inclusion of background information, the use of footnotes, the use of the present tense, supportive photographs, and a concluding statement |
| • | The information about living in a cold climate (that of North Dakota) |
| • | The use of personal stories and direct quotes to convey information |
| • | The introduction, which engages the reader with a direct question |
| • | The inclusion of the Fahrenheit and Celsius temperature scales. |

Readability

Noun frequency level: 8.5–9.5 years

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

- | | |
|---|--|
| • | The idea that there are different temperature scales |
| • | Words and concepts that some students may find challenging include: “central heating”, “thermometer”, “temperature”, “degrees Celsius”, “degrees Fahrenheit”, “felt”, “bulky”, “mittens”, “earflaps”, “frostbitten”, “form”, “sledding”, “snow forts”, “squirts”, “food colouring”, “auger”, “Shovelling”, “Snowploughs”, “graders”. |

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

- | | |
|---|--|
| • | Their experiences with snow and extreme cold |
| • | Their familiarity with the structure and features of a report. |

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

I will be able to:

- | | |
|---|--|
| • | use what I know about cold and snow to predict what it would be like to live in a very cold place; |
| • | compare my predictions about living in a cold place with what I learn in the article; |
| • | identify and summarise the main ideas in this article. |

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

•	Early on in the lesson, you may find it useful to introduce the term “climate” to refer to weather patterns. Although this word isn’t actually used in the text, it’s sure to come up in the discussion.
•	Ask if any of the students have ever been in a place where it snows a lot. If so, ask them to share their experiences with the group. If not, activate prior knowledge by drawing on familiar reading or viewing experiences. Discuss the way that snow or very cold weather affects our everyday lives. (Making connections)
•	Read the title and first sentence out loud to the students and give them time to respond to the question. Ask them what the word “again” in the title might imply. If they have read the poem “Snowfall” in this Journal, ask them how they think the view of snow in this article might be different from that in the poem. (Making connections; forming hypotheses)
•	Ask the students to predict what it would be like to live in snow for almost half the year. List their ideas and explain that they will be checking their list while they read through the article. (Forming hypotheses)
•	Share the learning outcomes with the students.

During reading

•	Ask the students to read the second paragraph. Find North Dakota on a map. Use what the students know about the Earth to discuss the effect that the location of North Dakota might have on its climate (for example, its location in the northern hemisphere, its distance from the equator, and its place in the middle of a continent). (Making connections; forming hypotheses)
•	Ask the students to read to the bottom of page 13. Discuss the footnote and the photograph of the thermometer. Make sure the students understand the concept of two different temperature scales.
•	Read page 14 and get the students to compare what they have read with their predictions. Talk about what Peter looks like with all his gear on and how he would have to walk. “What will the children be able to do in the snow?” “How might the gear that they have to wear affect the things they are able to do?” Add any new ideas to their list of predictions. (Forming and testing hypotheses)
•	Read to “in the freezer!” on page 16. Compare the things that the children were actually able to do in the snow with the students’ predictions. Discuss any surprises (for example, they were not able to make snowmen or throw snowballs). (Forming and testing hypotheses)
•	Ask the students to predict other ways in which the snow might be “a nuisance” and then to read on to the end to find out if they were right. (Forming and testing 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.
•	Talk about the way this writer communicates information by making connections with the readers’ own experiences (for example, by focusing on what the children in the article do in their free time). Ask the students whether they found this technique effective and whether any other techniques that the writer used appealed to them. (Analysing and synthesising; evaluating)
•	Get the students, in pairs, to find and list the main ideas in the article. The pairs can then share their lists of main ideas and make any adjustments that they decide are needed. The students could use a T-chart with the headings “Main ideas” and “Supporting details” to help them distinguish between “interesting” and “important” ideas. (Identifying main ideas)

- Look at the title and Peter’s final comment and discuss the attitude that the text conveys. (Identifying and summarising main ideas)
- 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?

<ul style="list-style-type: none"> • Ask the students to complete the following chart to compare life in their own climate with life in North Dakota. 		
	My area	North Dakota
Good things		
Not-so-good things		
<ul style="list-style-type: none"> • Get the students to record the temperature in a certain spot at the school for a set period. Have them use the Internet or newspaper weather reports to find out the temperature in North Dakota (or a nearby city) over the same period and compare the two. They could record the temperatures using both scales. 		
<ul style="list-style-type: none"> • Ask the students to write a recount describing an experience they have had with extreme weather (for example, when camping, picnicking, or playing sport). 		

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Missing

by Marie Langley

From *School Journal*, Part 2, Number 2, 2006

Overview

This play is a spoof based on the story “The Gingerbread Man”. Detective Inspector Baker is in search of the missing Mr Bread, also known as Ginger. This text will particularly appeal to students who like humorous wordplay. Teachers and older students will also enjoy this play as a spoof of the detective story genre, but because this genre may not be familiar to some students, these notes haven’t focused on that aspect.

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">To support the students in developing the comprehension strategies of making connections, inferring, or analysing and synthesising. |
|--|

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">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 |
| <ul style="list-style-type: none">The clear narrative structure with a setting, characters, a problem, and, in this instance, a somewhat ambiguous resolution |
| <ul style="list-style-type: none">The spoof on a familiar tale |
| <ul style="list-style-type: none">The clues, in the stage directions and the dialogue, about what the characters are thinking and feeling |
| <ul style="list-style-type: none">The insincerity and self-interest of the characters, who seem to be telling the truth but not quite the whole truth |
| <ul style="list-style-type: none">The double meanings, for example, “I was sure my husband would like him”, “pigging out”, “how about a bite to eat...?” |
| <ul style="list-style-type: none">The animals, which talk and have human characteristics |
| <ul style="list-style-type: none">The stereotyped characterisations, for example, the dim-witted policeman, the cunning fox, the lazy pig, and the obedient dog |
| <ul style="list-style-type: none">The dark humour and the gruesome conclusion. |

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">The wordplay and innuendo |
| <ul style="list-style-type: none">The need to infer meaning using knowledge of the original story. |

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

- | |
|---|
| <ul style="list-style-type: none">Their familiarity with the story “The Gingerbread Man” |
| <ul style="list-style-type: none">Their familiarity with spoofs, particularly spoofs of fairy tales |
| <ul style="list-style-type: none">Their familiarity with the conventions of a play. |

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

I will be able to:

- | | |
|---|--|
| • | use what I know about traditional tales and spoofs to understand what is happening in this play; |
| • | identify the double meanings; |
| • | discuss the ways in which the author makes this play funny. |

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

- | | |
|---|---|
| • | In the session prior to this one, you may like to activate the students' prior knowledge of spoofs of traditional tales. For example, you could share the story <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas (Simon and Schuster, 1997) or <i>The True Story of the Three Little Pigs</i> by Jon Scieszka (Penguin, 1996). (Making connections) |
| • | Introduce the play with a general discussion about the features of plays and of spoofs. Explain that this play is a spoof that includes a lot of wordplay and share some examples of wordplay, such as puns. Talk about the way the characters in spoofs are often based on stereotypes and get the group to share their ideas about the "typical police officer". Share the title and read through the list of characters. Draw attention to the abbreviation "D.I.". (Making connections) |
| • | Share the learning outcome with the students. |

During reading

- | | |
|---|---|
| • | Let the students enjoy reading through the play, finding the puns and jokes. Watch to see when somebody realises what this spoof is based on. (Making connections; 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. | | | | | | | | | | |
|----------------------------------|---|-------------------------|-------------------|----------------------------------|--|--|--|--|--|--|--|
| • | Reread the play as a group, stopping to discuss the jokes and wordplay. Talk about the different characters' points of view and compare what they say to what they actually mean. You could draw up a chart on the board or in the class guided reading book to identify the way the author makes the play funny. However, be careful not to spoil the students' enjoyment of the play through too much analysis. (Inferring; analysing and synthesising) | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>What the character said</th> <th>Why this is funny</th> </tr> </thead> <tbody> <tr> <td>"Well, he did look quite tasty."</td> <td>She says it as if she thought he was good-looking, but she really wanted to eat him.</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> | What the character said | Why this is funny | "Well, he did look quite tasty." | She says it as if she thought he was good-looking, but she really wanted to eat him. | | | | | | |
| What the character said | Why this is funny | | | | | | | | | | |
| "Well, he did look quite tasty." | She says it as if she thought he was good-looking, but she really wanted to eat him. | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| • | Talk about the ways in which the author shows us that the different characters are deceiving each other. Discuss the stereotypes used by the author and then allocate roles for the students to read the play as a readers' theatre. (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?

•	The students could take their reading of the play through to performance, conveying as much of the humour to the audience as possible. (Analysing and synthesising)
•	Get the students to read other updated versions of traditional tales in the <i>School Journal</i> , for example:
	– “The Little Red Riding Hood Rap” 2.2.04
	– “The Babysitter’s Goldilocks” 1.5.93
	– “The Three Wise Pigs” 1.4.98
	– “Wolf in Trouble” 2.4.95
	– “Dear Red Riding Hood” <i>Junior Journal 19</i> . (Making connections)
•	In the library, look for other updated versions of traditional tales, for example:
	– <i>Prince Cinders</i> by Babette Cole (London, Hamish Hamilton, 1987)
	– <i>Revolting Rhymes</i> by Roald Dahl (UK, Jonathan Cape Ltd, 1982). (Making connections)
•	As a group, the students could share some ideas for spoofs on traditional tales. They could each choose one to develop into a short story, which they could then share with each other. (Analysing and synthesising)

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Snowfall

by Philippa Werry

From *School Journal*, Part 2, Number 2, 2006

Overview

This simple poem uses the image of icing sugar floating through a sieve and being licked off a cake to describe the way snow falls to the hills and is washed off by the rain. The poem is suitable for a whole-class shared reading lesson.

The poem is reproduced on page 17 of these notes. This can be used to make an overhead transparency for whole-class or group sharing.

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 visualising or analysing and synthesising. |
|---|---|

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 three verses, which each describe a different aspect of a snowfall |
| • | The extended image, including the metaphor of the clouds as a sieve, the simile comparing snow to icing sugar, and the personification of the rain |
| • | The contrast (which is matched by a change in tone) between the images of the snow floating gently down and the rain greedily slurping |
| • | The simplicity of the language used to create strong images |
| • | The internal rhyme: "floats"/"coats" |
| • | The use of the present tense |
| • | The use of onomatopoeia: "slurping" |
| • | The idea that the hills are like cakes, which is implied but not directly stated. |

Readability

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

- | | |
|---|--------------------|
| • | The extended image |
| • | The word "sieve". |

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

- | | |
|---|--|
| • | Their familiarity with the way ideas and images can be conveyed through poetry |
| • | Their experiences of snow |
| • | Their experiences of baking, for example, using a sieve and/or sprinkling icing sugar on a cake. |

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

I will be able to:

- | | |
|---|--|
| • | create a picture of the snowfall in my mind; |
| • | explore the imagery and ideas in the poem. |

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

- | | |
|---|---|
| • | “Why do people write poetry?” “What do they want from their readers?” If necessary, draw out the idea that sometimes the author is trying to capture a significant moment and communicate it to the reader. The reader needs to try to create a picture in their mind of the image the poet is describing. (Making connections; identifying the author’s purpose) |
| • | Tell the students the title of the poem and give them a moment to make connections to their own knowledge and experiences of snow. (Making connections) |
| • | Share the learning outcome with the students. |

During reading

- | | |
|---|---|
| • | Ask the students to cover their eyes while you read the poem. Encourage them to see the scene in their mind’s eye as they listen. Give them time to think. You may like to read it aloud again. (Visualising) |
| • | Distribute copies of the poem. Depending on what you plan to do when revisiting the text, you may like to give the students photocopied versions rather than copies of the Journal. In pairs, ask them to read the poem aloud and then discuss it with their partner, thinking about aspects such as the imagery, the poetic devices the author uses, and the way the poem makes them feel. (Analysing and synthesising; visualising) |

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. |
| • | As a group (or class), get the students to share their thoughts and feelings about the poem. (Evaluating; visualising) |
| • | Explore the metaphors and similes in the poem. Discuss the students’ experiences of icing sugar and how these can help them understand the poem. Construct a list of words to describe the image created by the idea of the snow floating like icing sugar through a sieve (for example, “powdery”, “soft”, “fluttery”). Draw out the idea that simple images can create a lot of associations for the reader. (Analysing and synthesising; making connections) |
| • | If the students haven’t already done so, draw out the contrast between the first two verses and the final verse. “What picture of the rain do you see in your mind?” (Analysing and synthesising; visualising) |
| • | Ask the students about their own experiences of snow and compare this with the author’s image of snow. For example, for those who have been skiing, ask what a snowfall on a ski slope is like. Or you could discuss what a snowfall is like in a city. (Making connections; 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?

- | | |
|---|---|
| • | If you haven’t used the Journal version of the poem, the students could illustrate the poem for themselves and then compare their illustrations with that in the Journal. (Visualising) |
| • | Using a shared writing approach, create a group or class poem that uses an image to describe different stages in a natural process (for example, a hailstorm, snow in the city, or the rising tide on a beach). |
| • | Ask the students to read the article in this Journal “It’s Snowing – Again!” and to compare the descriptions of the snow there to the images in this poem. (Making connections) |

- Read other poems that show changes in nature (for example, “Sand” by Emma Jean Finch in *School Journal* 1.5.05). (Making connections)

Snowfall

Snow floats
through the sieve
of the clouds.
Snow coats the hills,
white,
like icing sugar.
Then the rain comes,
greedy, slurping,
and licks it all off.

Philippa Werry

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Whakaari

by Marie Anticich

From *School Journal*, Part 2, Number 2, 2006

Overview

Anne and her family own a volcano. The volcano is on the island of Whakaari (White Island), which is off the coast of Whakatāne in the Bay of Plenty.

This detailed recount describes Anne's first visit to Whakaari and is accompanied by a text box with additional information.

Depending on the needs of your students, you may prefer to work through this text over two sessions.

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 analysing and synthesising , visualising, or identifying and summarising main ideas
•	To help the students to learn about Whakaari, a live marine volcano
•	To provide opportunities to practise strategies for working out unfamiliar vocabulary.

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 structure of the text as a factual recount in which a large amount of information about the volcano is presented through Anne's journey to the island
•	The use of the third person and the past tense
•	The informal tone of the article
•	The lengthy introduction, which provides historical background and records Anne's approach to the island
•	The text box with additional information
•	The topic-specific vocabulary related to volcanoes, for example, "volcano", "crater", "sulphur", "lahar", "fumaroles", "crystals", "eruption", "lava"
•	The glossary on page 32
•	The descriptive language, which appeals to all the senses and includes similes, for example, of a dragon, the moon, and cauliflowers
•	The sense of danger evoked by the vivid descriptive language, for example, "hisses", "steams", "boiling", "scalded", "menacingly", "blast"
•	The dramatic first sentence
•	The concept of inheritance.

Readability

Noun frequency level: 10–12 years

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

•	The concept that a family could own a volcano
•	The topic-specific language
•	The amount of information embedded in the text

- Words and concepts that some students may find challenging include: “Whakatāne”, “plume”, “dinghy”, “scalded”, “fumaroles”, “cauliflowers”, “migration patterns”, “regenerating”, “gannet banders”, “mineral”, “fertiliser”.

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

- Their experiences of visiting volcanic areas
- Their knowledge of volcanoes and their unpredictability
- Their awareness of, and confidence with, ways of attempting unfamiliar vocabulary.

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

I will be able to:

- look for the way the information is organised as I read the article;
- imagine and explain what Whakaari looks, feels, sounds, and smells like;
- identify the main ideas in this article;
- use at least two ways of working out the words don't know.

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

- Look through the photographs with the students and ask them to share their experiences and knowledge of volcanoes. (Making connections)
- Create sensory word lists for what volcanoes might look, feel, sound, and smell like. (Making connections; visualising)
- Locate Whakaari (White Island) and Whakatāne on a map and, if necessary, get the students to practise saying the word “Whakaari”.
- Tell the students that this text includes a lot of challenging words, including technical language. Review the ways in which the students could work out the meanings of new words, such as rerunning text, looking for definitions or clues in the surrounding text, or using specific aids, such as a glossary or footnote (within the text) or a dictionary. Remind them also of the toolbox of comprehension strategies that they can use to help them work out the meaning of a word, for example, making connections, forming and testing hypotheses, and inferring. You could record these ideas on a chart for the students to refer to as they read. Ask the students to note the challenging words as they read (for example, by marking the text with sticky notes or jotting the word on a notepad).
- You could refer to the glossary on page 32 at this point, or you could wait and note whether the students actively seek it out while they're reading.
- Share the learning outcome with the students.

During reading

- Ask the students to read to the end of page 27. Explain the way that the first part of the introduction sets the scene and that the second part (page 27) describes what Anne sees as she approaches the island. Point out the use of a simile (“Just like a dragon”) to describe the island, and discuss the descriptive language associated with the image. (Analysing)
- Discuss the concept of inheritance and the idea that a family can own a volcano. (Making connections)
- Ask the students to read to the end of page 28. Ask them to notice the way the author uses sensory information to build up a picture of what Whakaari is like. If necessary, model this by sharing an example yourself. (Visualising)

- | | |
|---|--|
| • | Continue to read slowly through the text, chunking it into sections to ensure that the students are able to follow Anne’s progress and the way that information is revealed as she explores the volcano. (Analysing) |
|---|--|

After reading

- | | |
|---|--|
| • | Ask the students to share the strategies they used to attempt the technical language in the text. “What strategies did you find most useful with this text?” “How did you check that this was what the word meant?” If you are linking this text to topic work, add relevant words to a reference chart. |
| • | Make a two-column chart headed “Anne sees ...” and “We learn that...”. Review the article with the students, pausing at the end of each section to make notes in the left-hand column about what Anne has seen (for example, “the ruins of an old sulphur processing factory”). In the right-hand column, make a note of the information that we learn from Anne’s exploration (for example, “they once mined sulphur here”). (Identifying main ideas) |
| • | Ask the students to suggest topic headings under which the information in the article could be organised (for example, “history”, “volcanic activity”, “dangers”, and “gannet colony”). If you have made a two-column chart as suggested above, the students can organise the notes under the topic headings. You may need to revise the headings as you go. (Identifying and summarising main ideas) |
| • | Discuss the way in which the images used in the article help us to deepen our understanding of the way Whakaari looks, feels, sounds, and smells. (Visualising) |
| • | 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 and discuss the text box (page 32) and the recommended article in <i>Connected 2 2005</i> . |
| • | Ask the students to write a poem in which they use imagery to capture the way Whakaari looks, feels, sounds, and smells. |

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