

# Visiting the Governor-General

by Hanahiva Rose

From [School Journal, Part 1, Number 2, 2005](#)

## Overview

Eight-year-old Hanahiva Rose of Houghton Valley School visited Government House in Wellington to talk to Dame Silvia Cartwright about life as the Governor-General of New Zealand.

## 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 <b>asking questions</b> and identifying and summarising main ideas |
| • | To help the students to become familiar with the features of an interview.   |

## 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 format of an interview, with questions in italics      |
| • | The informal, conversational tone, including contractions. |

## Readability

Noun frequency level: 8.5–9.5 years

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

- |   |   |
|---|---|
| • | The distinctions between the roles of the Queen, the Prime Minister, and the Governor-General   |
| • | Words and concepts that some students may find challenging: “curtsey”, “appoint”, “election”, “whom”, “no better behaved”, “embarrassed”, “branch out”. |

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

- |   |   |
|---|---|
| • | Experiences of reading or listening to interviews   |
| • | Familiarity with current events or news items involving the Prime Minister or the Governor-General. |

## Sharing Learning Outcomes with Your Students

I will be able to:

- |   |   |
|---|---|
| • | ask questions about the Governor-General's life and job and look for answers to my questions in the text; |
| • | identify and share key ideas and information.   |

## A Framework for the Lesson

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

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

## Before reading

•	Introduce the title and read the introductory paragraph to the students. Make sure that the students understand the question-and-answer format of an interview.
•	“What do you already know about the Governor-General?” Chart the students’ responses, using a KWL format (What we Know/What we Want to know/What we Learned). (Making connections to prior knowledge)
•	“If you were to meet the Governor-General, what questions would you ask her about her job and her life?” Add these to the KWL chart. (Asking questions)
•	Share the purpose for reading with the students.
•	“Read to ‘But the Prime Minister advises me about signing laws’ to see if you can find answers to any of your questions.”

## During reading

•	As the students read, write some of the subject-specific vocabulary on the whiteboard (for example, “Government”, “Dame”, “election”, “appoint”, “Prime Minister”, “laws”). As a group, create definitions for these words.
•	Check to see if anyone has found an answer to their question, and share and discuss that part of the text. (Identifying main ideas)
•	“What else have you learnt about the Governor-General?” Discuss and chart the students’ responses. (Identifying and summarising main ideas)
•	Have the students read to “... talk sensibly about whether we should have one” and discuss the key ideas, revisiting the text. (Identifying and summarising main ideas)
•	“Read to the end of the interview. Be ready to discuss any questions you have had answered or new information you have discovered.”
•	Discuss and chart the students’ responses with reference to the text. (Identifying main ideas)
•	Discuss any difficulties the students had with the reading.

## After reading

•	“Is there anything you still want to know about the Governor-General? How could you find out?” (Asking questions)
•	Reflect with the students on how well the purpose has been achieved and note any further teaching points for future sessions.

## Revisiting the Text

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

•	Visit the Governor-General’s website (especially the section “Thelma’s Corner”) to seek answers to any questions that are still unanswered. (Identifying main ideas)
•	In pairs, summarise some of the information from the website and use it to role-play an interview with the Governor-General. Alternatively, students could carry out a humorous mock interview with the Governor-General’s dog, Thelma. (Identifying and summarising main ideas)

# Sparklies

by Rachel Hayward

From *School Journal*, Part 1, Number 2, 2005

## Overview

Simon's attempts at magic really work one night when he captures the stars, but his brother, Alex, persuades him to return them to the sky. This fantasy, in a realistic setting, is written in a richly poetic style with vivid vocabulary.

## Suggested teaching purposes

- To support the students in developing the comprehension strategy of **inferring** (and building vocabulary).
- To read and wonder about a fantasy story.

## Suggested learning goal

I am learning to use what I know about vocabulary to help me make inferences about a text.

## Success criteria

I will be successful when I have:

- used my knowledge of the meanings of the descriptive verbs, adverbs, and adjectives in this text to help me build a picture as I read
- asked questions about the text as I read to develop my ideas about the events and atmosphere
- reread the text to look for clues to confirm or change my ideas.

## Features of the text

*What features of this text support the teaching purpose?*

- The incorporation of fantasy into a realistic, domestic setting
- The sense of mystery and magic (supported by the illustrations)
- The poetic style of the writing, for example, "The moon hung large and lonely in the sky."
- The use of vivid language, especially verbs, adverbs, and adjectives, to create mood and atmosphere and bring impact to the writing, for example, "scooted", "pattered", "dazzling", "glittering", "shimmering", "squinted", "vast", "mournful", "beamed", "indignantly", "scowled", "reluctantly"
- The personification of the moon ("hung large and lonely", "mournful", "sad face ... gazed down") for poetic effect
- The use of dialogue to convey the relationship between the two brothers.

## Readability

Noun frequency level: 8–9 years for guided reading

*What prior knowledge or experience might help my students to read this text?*

- Experiences of reading and writing poetic texts
- Familiarity with the ways in which dialogue can convey information about characters and their relationships
- Familiarity with fantasy stories.

*What other features of this text might constitute challenges for my students that may require a prompt or a brief explanation?*

- The complexity of some of the poetic language, for example, “brilliant points of shimmering white light”
- Particular words and concepts, including “mournful”, “indignantly”, “directly”, “reluctantly”, “streaked”, “soared”, “exchanged glances”
- The complexity of some sentences (for example, ‘No one was using them,’ said Simon, hopping.”)

### **A framework for the lesson**

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

#### **Before reading**

- Discuss the title with the students. “What do you think this story might be about? What things do you know of that ‘sparkle’?” (Making connections; forming hypotheses)
- Discuss how effective writing can be when authors “show” not “tell”. Give a simple example to enable the students to see the difference. (“Tell” – David’s room was messy. “Show” – In David’s room, piles of books teetered in the corners, dirty clothes lay scattered, and Mum could see an old banana skin sticking out from under the bed.) (Making connections)
- Activate the students’ prior knowledge by reviewing what verbs, nouns, adverbs, and adjectives are. You could draw some example from the description of David’s room. Record some examples on the board or in the group reading book. (Making connections; building vocabulary)
- Share the learning goal and success criteria with the students.

#### **Reading and discussing the text**

*Refer to Effective Literacy Practice in Years 5 to 8 for information about deliberate acts of teaching.*

As the students read the text, have them discuss their ideas about the action and atmosphere within the story and what they think is happening. Encourage them to look beyond what is explicitly stated in the text to what is implied through the vivid language (particularly verbs, adverbs, and adjectives).

- Have the students read pages 8 and 9. “I wonder if Simon should be in Alex’s room. What words might ‘show’ us this rather than ‘tell’ us?” (Possibilities

include “peeped”, “whispered”, “crept”, “balanced”.) (Inferring; building vocabulary)

- “What do we know about the situation so far? How do you know?” (Summarising; inferring)
- “If you were Alex, what might you be wondering about?” (Visualising; asking questions)
- Have students think, pair, and share what the “the sparkly thing” might be. “How have the clues in the text and the illustrations on these pages affected your ideas?” (Forming and testing hypotheses)
- Have the students read pages 10 and 11 and review their predictions. (Testing hypotheses).
- Discuss the boys’ feelings. “What clues does the writer give us?” (For example, “hopping”, “scooted”, “pattered”, “trembling”, “nervous”; “Alex’s mouth fell open”, “He looked up at the sky.”) (Inferring; analysing and synthesising; building vocabulary)
- “What are you noticing about the way the writer has described the moon and the sky? How does that fit with Simon’s comment that ‘No one was using them’? Do you think Alex agrees with what Simon has done?” (Analysing and synthesising; inferring)
- Encourage the students to predict what the boys will do next. (Forming hypotheses)
- Have the students read pages 12 and 13 to review their predictions. “How has the writer shown the change in Simon on this page without directly saying it?” (“indignantly”, “reluctantly”, “scooped”, “ran”, “flinging”). (Inferring; analysing and synthesising; building vocabulary)
- Have the students read to the end of the story. “What do you notice about the atmosphere on these pages?” Have the students think, pair, and share their ideas about how the atmosphere has changed and how the writer has shown this (for example, “exchanged glances”, “secretly curled”, “pattered”). (Inferring; analysing and synthesising; building vocabulary)

### **After reading**

- Give each pair of students a photocopy of a double-page spread from the text and ask them to work together to find and highlight words and phrases that they think are important in conveying atmosphere and meaning. (Analysing and synthesising; building vocabulary)
- Revisit the examples of nouns, verbs, adverbs, and adjectives in the group-reading book. Ask the students to share some of their highlighted examples and say what their effect was in the text. Record the examples on a group chart. (Inferring; analysing and synthesising; building vocabulary)

Word	Verb, adverb, adjective, or other	What it shows
peeped	verb	sneakiness, stealth
scooted	verb	eagerness, in a rush
large and lonely	adjectives (personification)	the moon is missing the stars

- Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
- Review the learning goal and success criteria and reflect with the students on how well the learning goal has been achieved. For example, “How did using your knowledge of word meanings help you build a picture of what was happening in the story? What else helped you?” Note any teaching points for future sessions.

### ***Links to further learning***

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

- During subsequent lessons, have the students read other texts such as “He Kōrero mo te Pīngao” (SJ 1.2.01) or “The Wonderful Washing Machine” (SJ 1.1.04), focusing on how the writers use language to “show not tell”. (Inferring; analysing and synthesising)
- Over time, build up a class collection of short extracts of text as examples of “showing not telling”. Encourage the students to refer to them as models for their personal writing. (Analysing and synthesising; links to writing)

# Hedgehogs in Your Garden

by Victoria Purdie

From [School Journal, Part 1, Number 2, 2005](#)

## Overview

This report provides information about how to encourage hedgehogs to live in your garden by feeding them and creating a safe environment. It also attempts to persuade the reader to the author's point of view.

## 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 <b>identifying the author's purpose</b> and identifying and summarising the main ideas
•	To learn about the structure of a report
•	To learn about the features of persuasive 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 structure and features of a report, such as the use of the present tense, information organised in paragraphs with main and supporting ideas, and information presented in a list (as in the "Hedgehog Fact File").
•	Features of persuasive writing, for example, rhetorical questions, statements addressed directly to the reader, and the author's opinions stated or implied (for example, in the opening and closing paragraphs).

## Readability

Noun frequency level: 9.5–10.5 years Suggested level: 9–10 years

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

•	Subject-specific vocabulary, for example, "compost", "chemicals", "ground-nesting", "hoglets", "hibernating".
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*What prior knowledge would support my students in reading this text?*

•	Knowledge of hedgehogs and garden pests
•	Familiarity with reading and writing reports
•	Familiarity with the features of persuasive writing.

## Sharing Learning Outcomes with Your Students

I will be able to:

•	explain why the author wrote this article;
•	find examples of factual information and statements that express the author's opinions;
•	identify the main ideas in a paragraph.

## 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

•	Ask the students to think, pair, and share what they already know about hedgehogs. Record the information on a chart. (Making connections to prior experience)
•	Introduce the title and read the first paragraph aloud to the students. “How do you think the author feels about hedgehogs?” “Why do you think the author might have written this article?” (Identifying the author’s purpose; forming hypotheses)
•	Share the purpose for reading and the learning outcomes
•	Ask the students to read to the end of page 19 and look for clues about the author’s purpose for writing. (Identifying the author’s purpose)

### During reading

•	“What does the author want the reader to do?” (Identifying the author’s purpose)
•	“Focus on the two paragraphs on page 19 and decide what the author thinks about hedgehogs.” “How do you know?” “What parts of the text tell you that?” (Identifying the author’s point of view)
•	“Do you agree with her opinion? Why or why not?” (Evaluation)
•	Discuss the key information in the article and model how this can be summarised, for example, by using sticky notes and attaching them to the chart. (Identifying and summarising main ideas)
•	Read the Fact File together and record new information on the chart. (Identifying and summarising main ideas)
•	Discuss any difficulties the students had with the reading.

### After reading

•	“What do we know about hedgehogs now that we didn’t know before we read this article?”
•	Use the information from the sticky notes to make a chart which organises and presents the information under appropriate headings. Highlight the information that supports the author’s purpose.
•	“Have you changed any of your opinions about hedgehogs after reading the article?” “If so, what made you change your mind?” (Evaluation)
•	Reflect with the students on how well the purpose has been achieved, and note any further teaching points for future sessions.

## Revisiting the Text

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

•	Find examples from the text of language conveying factual information and language expressing opinion, for example,	
	<b>Factual Language</b>	<b>Language of Opinion</b>
	Hedgehogs like to eat beetles, caterpillars, earthworms, slugs, and snails.	What you need is a friendly hedgehog.
•	Discuss the differences between the two types of statement.	

# The Best Camping Place in the World

by Tadpole

From [School Journal, Part 1, Number 2, 2005](#)

## Overview

“The best camping place in the world” turns out to be a bit like the stories Dad tells while he’s driving the car - just another tall tale.

## 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 <b>analysing and synthesising</b> . |
|---|

## Features of the Text to Consider in Context

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

- |  |
|--|
| • Exaggeration used for humorous effect                                      |
| • Dad’s series of tall tales, which include descriptions of superhuman feats |
| • The circular structure of the narrative and the open ending                |
| • The use of similes and metaphors to make comparisons.                      |

## Readability

Noun frequency level: 8–9 years

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

- |  |
|--|
| • The use of exaggeration for humorous effect  |
| • The use of a pseudonym by the author   |
| • Words and concepts that some students may find challenging: “mosquito”, “exaggerate”, “sardine”, “float planes”, “a four-carriage railway train”, “POLLUTION”, “scuba gear”. |

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

- |  |
|--|
| • The students’ experiences of camping holidays and other outdoor activities (but bear in mind that refugee children may associate camps with traumatic experiences) |
| • The students’ prior experiences of reading tall tales, for example, the “Uncle Trev” stories.  |

## Sharing Learning Outcomes with Your Students

I will be able to:

- |  |
|--|
| • explain how the author gives this story its humour;                        |
| • find examples of exaggeration in the story and explain what effect it has. |

## 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

•	Share the title of the story. “Has anyone been on a camping holiday?” “What was the best thing about it?” “What was the worst thing?” “What might the best camping place in the world be like?” (Making connections with prior experience) (Be aware of the possible traumatic associations that the word “camp” may have for refugee children.)
•	Briefly explain the concept of a pseudonym.
•	Share the purpose for reading.
•	“Read to the end of page 22 to see if Dad’s idea of ‘the best camping place in the world’ is similar to our ideas.” (Making connections with prior experience)
•	“What have you noticed about Dad?” In pairs, share examples from the text that give clues to Dad’s personality. “What sort of story do you think this might be?” (Forming hypotheses)

## During reading

•	Discuss the similarities and differences between the group’s ideas about the “best camping place in the world” and Dad’s description.
•	“Read the next paragraph (‘Troy and I grinned at each other ...’) to find the word that describes the way Dad talks about the mosquitoes.” “In pairs, find examples of exaggeration in Dad’s description of the mozzies.” (Analysing and synthesising)
•	Ask the students to read silently to “it was more fun than listening to him singing” to find other examples of exaggeration in the story. “What effect does the exaggeration have?” (Analysing and synthesising)
•	Ask the students, in pairs, to identify and share one sentence from the story that is an example of exaggeration. (Analysing)
•	Ask them to read to the end of the story and think about what might happen next. (Forming and testing hypotheses)
•	“What do you think the scuba gear might be for?” (Asking questions)
•	Discuss any difficulties the students had with the reading.

## After reading

•	“Do you think this is a funny story?” “If so, what makes it funny?” (Evaluation)
•	“Can you find any examples of similes or metaphors in Dad’s tall tales?” “Do these help to make the story funnier? If so, why?” (Analysing and synthesising)
•	Reflect with the students on how well the purpose has been achieved and note any further teaching points for future sessions.

## Revisiting the Text

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

•	Tell the students that “bigger and sillier” tales that use exaggeration are called tall tales. “Can you think of any reasons why they are called that?”
•	“In pairs, make up a tall tale about scuba diving and present it in the form of a cartoon. Try to include at least one simile in your tale.” (Analysing and synthesising)

# Hilda Crosses the Road

by Norman Bilbrough

From [School Journal, Part 1, Number 2, 2005](#)

## Overview

Squashed hedgehog is Percy the magpie's favourite breakfast treat. When Hilda wakes up from her winter hibernation, Percy does his best to encourage her to cross the newly built road.

## Suggested Teaching Purpose

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

Examples of an appropriate teaching purpose are listed below.

- |   |
|---|
| <ul style="list-style-type: none"><li>To support the students in developing the comprehension strategies of <b>inferring</b>, forming and testing hypotheses, asking questions, and analysing and synthesising.</li></ul> |
|---|

## Features of the Text to Consider in Context

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

- |  |
|--|
| <ul style="list-style-type: none"><li>The contrast between Percy's conversation with Hilda and the words he speaks to himself</li></ul>                  |
| <ul style="list-style-type: none"><li>The use of repetition to create dramatic tension (for example, "Cross the road, Hilda, cross the road!")</li></ul> |
| <ul style="list-style-type: none"><li>The way the characters are developed and the meaning is conveyed through dialogue and stage directions.</li></ul>  |

## Readability

Noun frequency level: 8–9 years

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

- |   |
|---|
| <ul style="list-style-type: none"><li>The need for the reader to "read between the lines" to work out Percy's true intentions, and the importance of the script cues ("to himself")</li></ul> |
| <ul style="list-style-type: none"><li>Words that some students may find challenging: "grumpily", "squashed", "favourite", "machines", "woken"</li></ul>                                       |
| <ul style="list-style-type: none"><li>The need to use stage directions effectively.</li></ul>   |

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

- |   |
|---|
| <ul style="list-style-type: none"><li>Knowledge of the features and conventions of a play, especially the purpose of stage directions and the convention of characters speaking to themselves</li></ul> |
| <ul style="list-style-type: none"><li>Knowledge of hedgehogs and magpies.</li></ul>   |

## Sharing Learning Outcomes with Your Students

I will be able to:

- |  |
|--|
| <ul style="list-style-type: none"><li>work out from their speeches and actions what the characters in the play are thinking and feeling</li></ul>    |
| <ul style="list-style-type: none"><li>find clues in the dialogue and stage directions to help me understand what is happening in the play.</li></ul> |

## 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

- |   |  |
|---|--|
| • | Tell the students they are going to read a play about a hedgehog called Hilda. “What are some of the dangers that a hedgehog might face?” (Making connections with prior experience; forming hypotheses) |
| • | Share the teaching purpose and the learning outcomes.  |
| • | Ask the students to read to the end of page 27 and look for clues to any dangers Hilda will face. In pairs, predict what these dangers might be. (Forming and testing hypotheses)                        |
| • | Briefly review the purpose of stage directions.  |

### During reading

- |   |  |
|---|--|
| • | “Read on to the end of page 29 to find out about the danger facing Hilda.” (Testing hypotheses)  |
| • | “What does Percy want for breakfast?” “Show your partner a part of the play that gives you a clue about what Percy is planning to do.” “How does Hilda feel?” “How do you know?” (Inferring)             |
| • | “If you were acting this play, how would you make it clear to the audience that Percy is sometimes talking to himself?” “Why is it important that the audience knows this?” (Analysing and synthesising) |
| • | Ask the students to read on to the end of the play to find out whether Percy gets what he wanted.  |
| • | Discuss any difficulties the students had with the reading.  |

### After reading

- |   |  |
|---|--|
| • | “How did Hilda manage to avoid being Percy’s breakfast?” “How did you find out what happened to her – from the dialogue or the stage directions or both?” In pairs, have the students find an example of dialogue or stage directions that give them a clue to what is happening to Hilda. Share some of these with the group. (Inferring) |
| • | Briefly compare some of the features of this text with those of the article “Hedgehogs in Your Garden” in this Journal. Discuss any similarities and differences, for example, in the ways in which information is imparted about hedgehogs. (Analysing and synthesising)  |
| • | Reflect with the students on how well the purpose has been achieved and note any further teaching points for future sessions.  |

### Revisiting the Text

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

- |   |   |
|---|---|
| • | In pairs, have the students practise reading aloud the conversation between Percy and Hilda from the beginning to “Cross the road, Hilda, cross the road!” to make it clear to an audience how both characters are feeling and what Percy is intending to do. |
|---|---|

# Hiding Place

by Christine MacLean

From [School Journal, Part 1, Number 2, 2005](#)

## Overview

Have you ever wondered where wild rabbits live? This poem creates clear images to describe the home of a family of rabbits.

## Suggested Teaching Purpose

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

Examples of an appropriate teaching purpose are listed below.

- |  |
|--|
| <ul style="list-style-type: none"><li>To support the students in developing the comprehension strategies of <b>visualising</b>, making connections to prior knowledge, and identifying the author's point of view.</li></ul> |
|--|

## Features of the Text to Consider in Context

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

- |  |
|--|
| <ul style="list-style-type: none"><li>The factual information conveyed in the poem, which helps the reader to visualise the rabbits' home</li></ul>                        |
| <ul style="list-style-type: none"><li>The emotive language, for example, "all safe and sound", which helps to convey the poet's feelings about the rabbits' home</li></ul> |
| <ul style="list-style-type: none"><li>The structure of the poem as a complete sentence in two rhyming quatrains.</li></ul>   |

## Readability

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

- |  |
|--|
| <ul style="list-style-type: none"><li>The word "burrowed"</li></ul>                |
| <ul style="list-style-type: none"><li>The concept of living underground.</li></ul> |

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

- |   |
|---|
| <ul style="list-style-type: none"><li>The students' knowledge of wild and domestic rabbits</li></ul>                                      |
| <ul style="list-style-type: none"><li>Familiarity with the way factual information and feelings can be conveyed through poetry.</li></ul> |

## Sharing Learning Outcomes with Your Students

I will be able to:

- |   |
|---|
| <ul style="list-style-type: none"><li>form a clear picture in my mind while reading a poem and share it with others;</li></ul>  |
| <ul style="list-style-type: none"><li>understand the factual information conveyed in a poem and explain it to others;</li></ul> |
| <ul style="list-style-type: none"><li>identify how the writer feels about rabbits.</li></ul>                                    |

## 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

- “Think of a special place where you like to be. Perhaps it’s a hiding place – a place where you feel safe and sound.” “What do you see, hear and feel?” Think, pair, and share the experiences within the group. (Making connections with prior experience; visualising)
- “Do you know where wild rabbits live?” During the discussion, introduce the concept of burrowing. Talk about why rabbits live underground. (Making connections with prior knowledge)

### During reading

- Share the purpose for reading. You may decide to have the poem written on a chart or OHP and use a shared reading approach.
- Ask the students to imagine they’re going on a journey with the poet down into the rabbits’ burrow. “As you listen to the poem, think about what you see, smell, and hear.” Read the poem aloud to the students. (Visualising)
- In pairs, have the students discuss their images and share them with the group.
- Ask the students to read the poem for themselves.
- “How do you think rabbits feel once they’re in their burrow?” “What words in the poem give that impression?” (Inferring)
- “How do you think the writer feels about rabbits?” “Find parts of the text that make you think that.” (Identifying the author’s point of view)
- “What factual information helps you to visualise the rabbits’ home?” Have the students think, pair, and share the information they have found. (Visualising)
- Discuss any difficulties the students had with the reading.

### After reading

- Distribute the Journals for the students to compare their visual images with that in the Journal. In pairs, discuss any differences and similarities.
- “If the writer had wanted us to feel that rabbits are pests, how might this poem be different?” (Identifying the author’s point of view)
- Reflect with the students on how well the purpose has been achieved and note any further teaching points for future sessions.

### Revisiting the Text

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

- Have the students write their own poem describing an animal’s habitat, for example, that of a hedgehog. Have them include both factual information and language that conveys atmosphere and feelings (including the writer’s attitude to the animal).