

Introduction

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

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

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

The Teaching Approaches

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

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

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

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

Guided Reading

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

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

Guided reading involves:

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

These notes include information about:

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

Questions for teachers are included as prompts under the main headings. For most texts, a range of

teaching purposes could be selected. In most cases, these notes will highlight one teaching purpose (shown in bold type) for each text, but they will also list other possible purposes for which the text could be used.

In concentrating on these specific purposes, it is important not to lose sight of the bigger picture — the meaning of the text for its readers and their enjoyment of the reading experience.

Developing Comprehension Strategies

Reading is about constructing meaning from text.

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

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

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

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 a paper clip or adhesive “stickies”) 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 Search* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

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

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

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

Lanterns for Matariki

by Jill MacGregor

From [School Journal, Part 1, Number 3, 2005](#)

Overview

In this factual recount, Damon and Anneliese find out how useful and interesting kamo kamo are. The article describes the life cycle of kamo kamo and how they can be used to make lanterns to celebrate Matariki.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is given below.

- | |
|--|
| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of identifying and summarising the main ideas or forming and testing hypotheses. |
|--|

Features of the Text to Consider in Context

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

- | |
|---|
| <ul style="list-style-type: none">The structure of the text as a recount in the past tense with events sequenced in chronological order |
| <ul style="list-style-type: none">The use of the recount to explain the life cycle of the kamo kamo plant |
| <ul style="list-style-type: none">The introductory statement in italics, which gives background information about kamo kamo |
| <ul style="list-style-type: none">The footnote, which gives information about related texts. |

Readability

Noun frequency level: 8.5–9.5 years

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

- | |
|---|
| <ul style="list-style-type: none">The need to understand the cultural significance of Matariki |
| <ul style="list-style-type: none">Words and concepts that some students may find challenging: “objects”, “mould”, “oval”, “vines”, “bristly”, “sprouting”, “speckled”, “stalks”, “zucchini”, “moisture”, “seeped”, “celebrate”, “tough”, “cluster”, “season for growing”. |

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

- | |
|--|
| <ul style="list-style-type: none">Experiences of growing plants and gardening |
| <ul style="list-style-type: none">Familiarity with the concept of life cycles |
| <ul style="list-style-type: none">Experiences of cultural celebrations, particularly Matariki. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | |
|---|
| <ul style="list-style-type: none">identify the main ideas and supporting details in the text; |
| <ul style="list-style-type: none">sequence the ideas in the form of a diagram. |

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 their experiences about growing plants from seeds. (Making connections with prior experiences)
•	Introduce the idea that some plants, such as pumpkins, grow on vines. Ask the students if they know of other plants that grow like this. (Making connections with prior knowledge)
•	Introduce the title. Explore the students' prior knowledge of Matariki (for example, with reference to Mataliki in "The Cat and the Stars" in this Journal or to one of the other articles referenced in the footnote) or explain what the celebration is about. (Making connections with prior knowledge and with other texts)
•	Read the introductory paragraph aloud to the students and share the purpose and learning outcomes.
•	Allow time for the students to view the photographs before asking them to read to "... at the end of last winter" to locate the key information it contains about kamo kamo. (Identifying the main ideas)

During reading

•	Ask the students what key ideas they gained from the text. Chart their responses on a web, for example: (Identifying and summarising main ideas)
•	Introduce the concept of a life cycle. Ask the students to read the next paragraph and decide what the beginning of the life cycle of kamo kamo could be. (Identifying and summarising main ideas)
•	Begin to draw a life cycle diagram on the whiteboard and ask the students for suggestions to fill in the first sections. For example: - Oval seeds drop from dried kamo kamo. - Seeds are planted in the ground and watered.
•	Have the students read the next three paragraphs, and then the next three to "the kamo kamo dried out" and record the stages the life cycle on the chart. (Identifying and summarising the main ideas)
•	"Look at the title again. Why do you think the article is called 'Lanterns for Matariki'? What might this have to do with kamo kamo?" Have the students read to the end of the article to find out whether their predictions were correct. (Forming and testing hypotheses)

After reading

•	Discuss whether or not the students' predictions were correct. (Testing hypotheses)
•	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?

•	Revisit the text and record the process of making lanterns on a flow chart.
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Pāua

by Nadia Moon Whānau-a-Apanui

From [School Journal, Part 1, Number 3, 2005](#)

Overview

Memories of childhood at an East Coast beach are evoked for this poet by a pāua shell on a windowsill.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is given 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 comprehension strategies or language features?

- | | |
|---|---|
| • | Sensory images that include sight, touch, and smell |
| • | The use of similes to connect the pāua shell with other precious memories |
| • | The use of alliteration and rhyme in the second stanza. |

Readability

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

- | | |
|---|--|
| • | The structure of the first stanza, which is an incomplete sentence containing three interconnected images separated by commas. |
|---|--|

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

- | | |
|---|--|
| • | Experiences of precious possessions and memories |
| • | Familiarity with pāua shells and pounamu. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | | |
|---|--|
| • | form pictures in my mind as I read the poem; |
| • | identify what the poet has done to make this an effective poem and apply these techniques in my own 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

- | | |
|---|--|
| • | “If you were moving to another place, what could you take with you as a taonga or treasure to remind you of this place?” Have the students think, pair, and share their ideas. (Making connections to prior experiences) |
|---|--|

•	Introduce the title of the poem and have the students share their knowledge of pāua. If possible, have a pāua shell that the students can hold and touch. (Making connections to prior knowledge)
•	Share the purpose and learning outcomes.
•	Ask the students to close their eyes while you read the poem aloud. “As you listen, try to visualise where the poet is and what she is thinking about.” (Visualising)

During reading

•	Discuss what the poet is thinking about and clarify where she is. If necessary, clarify the meanings of “pounamu” and “Koro”.
•	Read the poem aloud again, asking the students to think about how the similes and other sensory images help to form pictures in their minds. “Visualise what you see, hear, touch, and smell.” “What words gave you that impression?” (Visualising)
•	In pairs, have the students share the pictures that formed in their minds as they listened to the poem.
•	Ask them to read the poem silently and think about what the poet compares the pāua shell to in the first stanza. (Analysing and synthesising)

After reading

•	Discuss the three similes in the first stanza. In pairs, ask the students to think of other possible similes, for example, “Swirls of pink like raspberry ripple ice cream”. Chart the students’ responses. (Analysing and synthesising)
•	“What word in the poem tells you the pāua is a taonga or treasure?” “Why do you think the poet chose the word ‘precious’?” “What other words could she have used instead?” (Analysing and synthesising)
•	“Why is the pāua shell so precious for this poet? What does it remind her of?” “What does she miss?” (Inferring)
•	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?

•	Ask the students to think about one of their own precious possessions and describe it using similes. (Making connections)
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Paul and the Pūkeko

By Elizabeth Pulford

From [School Journal, Part 1, Number 3, 2005](#)

Overview

Paul's closest neighbours are the pūkeko that live in the swamp next door. They present him with a problem, which he sets out to solve.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is given below.

- To support the students in developing the comprehension strategies of **evaluating** or forming hypotheses.

Features of the Text to Consider in Context

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

- The structure of the text, which presents a problem followed by a solution
- The conventions of direct speech
- The technique of reporting characters' thoughts and feelings directly.

Readability

Noun frequency level: 7.5–8.5 years

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

- Words and concepts that some students may find challenging: “swampy”, “swooped”, “pūkeko”, “darting”, “opposite”, “holidaymakers”, “brilliant”, “glanced”, “prised”, “screwdriver”, “mad dance”.

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

- Experiences of solving problems
- Knowledge of birds (particularly pūkeko) and their habitats.

Sharing Learning Outcomes with Your Students

I will be able to:

- express my opinions about the events in 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

- Introduce the title and explain that this is a realistic story.

•	Ask the students to think, pair, and share their knowledge of pūkeko. “What do they look like? Where do they live?” (Making connections to prior knowledge)
•	“What sorts of problems might arise when pūkeko live close to houses and roads?” (Forming and testing hypotheses)
•	Share the purpose and the learning outcomes with the students.
•	Ask the students to read to “... a brilliant idea” and identify what Paul’s problem is.

During reading

•	Clarify the problem Paul and the pūkeko have and compare this with the students’ hypotheses.	
•	“What would you do to solve Paul’s problem?” Provide the opportunity for students to think, pair, and share their solutions. (Forming hypotheses). Chart the students’ suggestions, for example:	
	Problem	Solution
	Outcome	
	How to keep the pūkeko safe	
•	Clarify any vocabulary causing difficulty.	
•	Ask the students to read to “Maybe his idea really would work” to find out what Paul does to solve the problem.	
•	“What did Paul do to solve the problem?” “Was that what you expected?” “Do you think it will be effective? Why? Why not?” (Evaluating)	
•	Add Paul’s solution to the chart.	
•	“Read to the end of the story to find out what the outcome of Paul’s solution is.”	

After reading

•	“What was the outcome of Paul’s solution?” Add it to the chart. “What was the unexpected event that happened afterwards?”
•	Ask the students “Why did Paul add the word ‘please’ to his sign??” (Inferring)
•	“What other problems might arise now? Could Paul do anything about these?” (Evaluating)
•	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?

•	“Do you agree or disagree with Paul putting up his sign? Why? Why not?” (Evaluating)	
	I agree because ...	I disagree because ...

The Cat and the Stars

by Jillian Sullivan

From [School Journal, Part 1, Number 3, 2005](#)

Overview

Life turns upside down for Evie when her grandmother comes to live with them “for ever and ever”. Evie’s resentment is gradually replaced by understanding, and the story ends on a positive note.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is given below.

- | | |
|---|--|
| • | To support the students in developing the comprehension strategy of inferring. |
|---|--|

Features of the Text to Consider in Context

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

- | | |
|---|---|
| • | The poetic language used to evoke feelings and atmosphere |
| • | The use of dialogue and descriptive narrative to convey the characters’ feelings. |

Readability

Noun frequency level: 7.5–8.5 years

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

- | | |
|---|---|
| • | Complex sentences that include relative clauses |
| • | The changing relationships between the characters and their feelings of insecurity when coping with change |
| • | Words and concepts that some students may find challenging: “dared”, “sewing”, “catwise”, “reedy grass”, “whoomph”, “Mataliki”, “dawn”. |

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

- | | |
|---|---|
| • | Experiences of relationships with elderly people and within extended families |
| • | Knowledge of narrative texts, particularly techniques of characterisation. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | | |
|---|---|
| • | find the places in the text that give clues about the changing relationship between Evie and her grandmother. |
|---|---|

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

•	“Can you think of a time at home or at school when you felt left out of something? What happened?” “How did that feel?” Ask the students to think, pair, and share their experiences, or you may wish to share an experience of your own. (Making connections with prior experience)
•	Introduce the title and share the purpose and learning outcomes.
•	“How do authors let readers know what their characters are like and how they are feeling?” Encourage the students to think about description, the use of dialogue, and characters’ actions or behaviours. (Making connections with prior learning)
•	Explain that the clues about Evie and her grandmother will probably be shown in what they say and do.
•	Read the first four paragraphs aloud to the students, up to “in the sewing room instead.” “How do you think these two will get along together?” “Why do you think that?” (Inferring)
•	Ask the students to read to “And I don’t think she likes me” to find clues in the text about Evie’s feelings. (Inferring)

During reading

•	As a group, discuss what has changed in Evie’s life. “How does she feel about the changes?” “Find the parts of the text that give you clues about Evie’s feelings.” (Inferring)
•	“Why does Evie think her grandmother doesn’t like her? How do you know that?” (Inferring)
•	“I wonder why Evie pretends to be a cat.”
•	“Read to ‘... her grandmother was crying’. Look for clues that show Evie behaving like a cat and think about why she does that.” (Inferring)
•	“Read to ‘She and Evie put up a new cat poster on the wall’ to find clues in the text about Evie’s feelings.” (Inferring)
•	“Read to the end of the story. Find clues in the text that show how Evie and her grandmother begin to understand each other better.” (Inferring)

After reading

•	“What’s changed in the relationship between Evie and her grandmother?” “Why? What clues did you find in the text?” (Inferring)
•	“When did Evie’s feelings towards her grandmother start to change?” “How did her grandmother show she cared about Evie?” (Inferring)
•	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?

•	Construct an Events and Feelings timeline that shows how the characters’ feelings change and record the evidence from the text.	
	Events	Feelings
	Grandmother arrives from Tonga.	Evie: Thinks her grandmother doesn’t like her.
		How do we know?
		Evie tells Silas.

The Repair Shop

by Desna Wallace

From [School Journal, Part 1, Number 3, 2005](#)

Overview

Concerned customers are happy to leave their broken goods with an obliging shop assistant and thrilled when they return to find that he has fixed them. However, things don't go to plan in this humorous play, and problems resurface for both the customers and the shop assistant.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is given below.

- | |
|---|
| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of 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 comprehension strategies or language features?

- | |
|---|
| <ul style="list-style-type: none">The use of dialogue and stage directions to convey the characters' feelings |
| <ul style="list-style-type: none">The narrative structure, which uses repetition to build anticipation and reinforce the humour |
| <ul style="list-style-type: none">The use of sound effects to reinforce the play's humour |

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 need to convey characters' feelings to an audience by reading with expression and pace |
| <ul style="list-style-type: none">The stage directions, which are not read aloud but provide guidance for the actors |
| <ul style="list-style-type: none">Words and concepts that some students may find challenging: "sound effects", "knob", "serious". |

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

- | |
|--|
| <ul style="list-style-type: none">Knowledge of the structure of plays and stories, particularly humorous ones. |
|--|

Sharing Learning Outcomes with Your Students

I will be able to:

- | |
|---|
| <ul style="list-style-type: none">make inferences about how characters in a play are feeling and convey those feelings to an audience |
| <ul style="list-style-type: none">identify elements of humour in a 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

- | | |
|---|---|
| • | Ask the students to think, pair, and share times when something at home needed fixing, for example, the car, the TV, or the washing machine. “What happened?” “How did you and your family feel about being without this item?” (Making connections to prior experiences) |
| • | Introduce the title and share the list of characters. “What do you expect this play to be about?” (Forming and testing hypotheses) |
| • | Share the teaching purpose and learning outcomes with the students. |
| • | Ask the students to read silently to “CUSTOMER 3 ... Bye. (Leaves the shop.)” to find out what problems the customers have and how they are feeling. |

During reading

- | | |
|---|---|
| • | Discuss the problems each customer has. “How do you think the customers are feeling when they bring their broken boxes to the shop?” “How do you know this?” “How would you convey their feelings to an audience?” “How does the shop assistant react?” (Inferring) |
| • | Ask the students, in pairs, to read aloud the conversations between the shop assistant and the customers, using their voices to show how each one is feeling. (Check that they read the dialogue only, not the stage directions as well.) |
| • | “Read to the end of the play to find out how the customers’ feelings change.” (Inferring) |

After reading

- | | |
|---|--|
| • | “How did the characters feel when they first collected their boxes? How do you know? How would you convey this to the audience?” “How did they feel at the end of the play? Why?” “How did the shop assistant feel?” (Inferring) |
| • | “What do you think might happen next?” (Forming hypotheses) |
| • | “If you were in the audience, which parts in this play would make you laugh? Why?” (Analysing and synthesising) |
| • | “Sound effects are important in this play. Can you think of ways to make the sound effects?” List the students’ suggestions on the whiteboard beside the appropriate sound. (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?

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|---|---|
| • | As a group, read the play, using the appropriate sound effects. |
| • | Ask the students to work with a partner to write a few lines of dialogue that shows how one of the characters feels when they arrive home. Act out this dialogue for the group, using voice and body language to show how the characters are feeling. |