

Boring Street

by David Hill

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

Overview

Ryan has moved to a new neighbourhood and tells his friend Josh “it’s the most boring place I’ve ever been”. This story is told using an email format and would be suitable to use with students aged 10–12 years.

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 continuous change in the narrator’s attitude, from negative to positive |
| • | The narrative in the form of emails |
| • | The use of casual language and contractions, which heighten the conversational tone. |

Readability

Noun frequency level: 8–9 years

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

- | | |
|---|--|
| • | The use of email format |
| • | Words and concepts that some students may find challenging: “attachment”, “spacewalks”, “ollies”, “power slides”, “signalling”, “stepdad”, “working bee”, “shrubs”, “skateboard demo”. |

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

- | | |
|---|--|
| • | The students’ experiences of moving to a new house, neighbourhood, or school |
| • | Knowledge of skateboarding terminology |
| • | Personal experiences and knowledge of email. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | | |
|---|--|
| • | find clues in the text and illustrations that help me understand how Ryan feels and how his feelings change; |
| • | contribute to a chart showing the clues in the text that indicate the changes in Ryan’s feelings. |

A Framework for the Lesson

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

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

Before reading

| | |
|---|--|
| • | “Who has moved to a new house or a new school? How did that feel?” (Making connections with prior experiences) |
| • | Explore the students’ experiences with email, discussing its immediacy and the concept of email attachments. (Making connections with prior knowledge) |
| • | Share the teaching purpose and learning outcomes with the students. |
| • | Tell them they are going to read a story about Ryan Davies, who has moved to a new neighbourhood. “What problems could he have?” “How could emails help him?” (Forming hypotheses) |
| • | Introduce the title and author. Ask the students to read the first three emails. “Look for clues that tell you how Ryan feels about his new neighbourhood.” (Inferring) |

During reading

| | | |
|---|---|--|
| • | “How does Ryan feel? What clues in the text make you think that?” (Inferring) | |
| • | Record the students’ responses on a chart, for example, | |
| | Clues from the text | Ryan’s feelings |
| | “Dumb place”, “Boring Street” | Thinks his new neighbourhood is boring |
| | “quite good games and stuff” | Can see some good aspects of it |
| | “Some other guys from school were there” | Starting to make friends |
| • | Have the students read to the end of the sixth email (page 9) to find parts in the text that give more clues about Ryan’s feelings. Add these to the chart. (Inferring) | |
| • | Have the students read to the end of the story. Continue discussing and charting the students’ responses, ensuring that they justify their ideas with evidence from the text. “How is Ryan feeling now?” “Why do you think that?” (Inferring) | |
| • | Clarify any vocabulary causing difficulty. | |

After reading

| | |
|---|--|
| • | “Where do you think Ryan would take Josh if he came to visit? Why do you think that? Is there a clue in the text?” (Inferring) |
| • | “What do you think David Hill wants us to know from reading this text?” (Identifying the author’s purpose) |
| • | Reflect with the students on how well the teaching 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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|---|--|
| • | In pairs, ask the students to reply to one of the first three emails or one of the last two, taking into account how Ryan is feeling at the time. (Analysing and synthesising) |
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Celebrating Matariki

by Sue Gibbison

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

Overview

This report provides information about how Matariki, the traditional Māori New Year, is celebrated.

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 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 comprehension strategies or language features?

- | | |
|---|---|
| • | The structure and features of a report, including an introduction, background information, and the use of the present tense |
| • | The mixture of Māori and English |
| • | The inclusion of a whakataukī (proverb) in both Māori and English |
| • | The glossary, which gives English translations of Māori words. |

Readability

Noun frequency level: 9.5–10.5 years

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

- | | |
|---|---|
| • | Words and concepts that some students may find challenging: “sliver”, “launch”, “warrior”, “tongue”, “smeared”, “tomahawk”, “musket”, “descendants”, “conch”, “echoes”, “the reserve”, “tug of war”, “chisel”, “traditional”, “objects”, “the stars that herald the return of light”. |
|---|---|

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

- | | |
|---|---|
| • | Experiences of festivals and celebrations |
| • | Familiarity with te reo Māori |
| • | Experiences of reading reports and other factual texts. |

Sharing Learning Outcomes with Your Students

I will be able to:

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|---|--|
| • | identify and summarise the information included in the report; |
| • | decide what the author thinks is important about Matariki. |

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

| | |
|---|---|
| • | Explore with the students their experiences of special occasions, ceremonies, and festivals that are held locally, for example, pōwhiri, weddings, family reunions, White Sunday, or Chinese New Year. (Making connections with prior experiences) |
| • | Discuss how celebrations can be both formal and informal and can include speeches, prayers, games, and the sharing of food. |
| • | Introduce the title and tell the students that Matariki signals the Māori New Year. Ask them to view the photographs and share how they think the event is being celebrated. Use this discussion to introduce unfamiliar vocabulary and the glossary. |
| • | Share the teaching purpose and learning outcomes with the students. |
| • | “Read the two paragraphs on page 12. What are the main things the author wants us to learn about Matariki?” (Identifying the main idea) |

During reading

| | |
|---|---|
| • | “What did we learn about Matariki from the information on page 12?” Under the heading Summary, model the process of summarising the information by recording relevant responses from the students. (Summarising main ideas) |
| • | Use an atlas to locate the places mentioned in the text. |
| • | “Read to ‘Now it’s time ... to begin’ to find out about the traditions that begin the Matariki celebrations at Kerikeri.” |
| • | Have the students share in pairs what they have learned. As a group, summarise the information on the chart. (Identifying and summarising main ideas) |
| • | “Read to ‘...weaving putiputi from flax’ to identify some of the traditional activities that take place during the celebrations.” Have each student record key activities on sticky notes. (Identifying and summarising main ideas) |
| • | Ask the students, in pairs, to use the information on their stickies to retell their summaries of this part of the text to each other. (Summarising main ideas) |
| • | “Read to the end of the article and think about how the activities described in this section are different from the earlier ones.” |

After reading

| | |
|---|---|
| • | Discuss the differences between the two kinds of activities. (Analysing) |
| • | “Why does the author think it is important to celebrate Matariki? Do you agree? Why or why not?” (Evaluating) |
| • | Reread the whakataukī at the end of the article. “What do you think ‘the stars that herald the return of light’ refers to?” (Inferring) |
| • | Reflect with the students on how well the teaching 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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|---|--|
| • | Have the students, in pairs, write an email to the principal suggesting that the school should celebrate a cultural festival such as Matariki and setting out why and how they think this should be done. (Summarising main ideas) |
|---|--|

Gloop

by Jill MacGregor

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

Overview

This recount tells how a class makes new “talking sticks” to use at news time after the old one wears out. Included in the recount is a procedure for making gloop.

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 strategy of analysing and synthesising. |
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Features of the Text to Consider in Context

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

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|--|
| <ul style="list-style-type: none">The structure of the text as a recount |
| <ul style="list-style-type: none">The procedure included in the recount |
| <ul style="list-style-type: none">The use of vivid language, for example, “We squeezed it till it squelched and squeaked.” |

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">Words and concepts that some students may find challenging: “squidgy”, “gloop”, “melted”, “tough”, “stretchy”, “squelched”, “wound”, “airtight”, “prodded”, “ledge”, “patiently”. |
|---|

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

- | |
|---|
| <ul style="list-style-type: none">The students’ experiences of sharing news and of classroom routines for sharing |
| <ul style="list-style-type: none">Knowledge of the structure and features of a recount and a procedural text |
| <ul style="list-style-type: none">Experiences of following instructions (such as recipes) to make things. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | |
|--|
| <ul style="list-style-type: none">identify parts of the text that are characteristic of a recount and parts that have the features of a procedure; |
| <ul style="list-style-type: none">identify examples of descriptive language in the recount and use similar kinds of language 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

| | |
|---|---|
| • | “How do we decide whose turn it is to talk during news time or group discussion?” Introduce the idea of a “talking stick”. “Do you think this would be a good way to do it? Why or why not?” (Making connections with prior experiences) |
| • | Explain that you will be reading a text that includes both a recount and a procedure. “What do you know about a recount – what is its purpose?” “What else can you tell me about recounts?” “What do you know about procedural texts?” Record some of the students’ ideas on a chart on the whiteboard under the headings Recount and Procedural Texts. (Making connections to prior knowledge) |
| • | Share the teaching purpose and learning outcomes with the students. |
| • | Read page 24 aloud to the students. “What do you think ‘gloop’ might be? Read to the end of page 26 to find out what it is and how it’s made.” (Forming and testing hypotheses) |

During reading

| | |
|---|---|
| • | “Did you find out what gloop is?” “How close were your predictions?” (Forming and testing hypotheses) |
| • | “What do you notice about the layout of most of the text on page 25? What form of writing is this? Why is it different from the first five paragraphs?” Add any further features to the chart under the heading Procedural Texts (Analysing) |
| • | “How is the style of writing on page 26 different from that on page 25?” Add any further features to the chart under the heading Recount. (Analysing) |
| • | “In pairs, choose the adjectives, verbs, or similes on page 26 that you think best describe what gloop would look or feel like.” Write some of these words on the board. Make the point that these words add impact to the writing. (Analysing) |
| • | “How will this class use gloop to make new ‘talking sticks’ (squidgies)?” (Forming and testing hypotheses) |
| • | “Read to the end of the text to check your predictions.” |

After reading

| | |
|---|---|
| • | With reference to the text, clarify how the gloop was used to make squidgies. |
| • | “Could this part of the text be written in a different format? What headings would you use?” (Analysing and synthesising) |
| • | Revisit the words recorded on the whiteboard. “Can we add any verbs or adjectives to this list?” Explore the idea that procedural texts often begin each instruction with an imperative verb. (Analysing) |
| • | Reflect with the students on how well the teaching 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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|---|---|
| • | Have the students write a procedural text for making a squidgy using the headings “What we need” and “What we do”. (Analysing and synthesising) |
| • | Have them use these instructions to make the squidgy. |
| • | Ask the students to use some of the descriptive words from the whiteboard to make “gloop.” poems or word pictures. (Analysing and synthesising) |

Percy's Song of Freedom

By Stuart Payne

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

Overview

This is the story of Percy, a canary who pines so much for freedom that he loses his beautiful song. Reluctantly, Carol, his owner, lets him go, but Percy discovers that freedom can also mean danger, hunger, and exhaustion.

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 inferring, evaluating, 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?

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|--|
| <ul style="list-style-type: none">The lesson or moral embedded in the narrative |
| <ul style="list-style-type: none">The mixture of dialogue and narration |
| <ul style="list-style-type: none">The use of vivid language and imagery, for example, "hands as large as dinner plates." |
| <ul style="list-style-type: none">The considerable number of synonyms for "said", for example, "continued", "added", "cried", "scolded", "replied", "wondered", "explained", "asked", "told", "exclaimed", "prayed", "announced", "shouted". |

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">Vocabulary that some students may find challenging: "whistled", "perch", "clumsy", "attach", "trill", "risk", "chirp", "thrusting", "fluttered", "glistening", "wandering", "stoats", "ferrets", "falcons", "wearily", "windblown", "strength", "barest", "flutter-falling", "shrieked", "leapt", "breathless", "guard", "previous". |
| <ul style="list-style-type: none">Concepts such as "song of freedom", "in a past life", "chance you take", "risk for freedom", "reach for the sky", "previous life". |
| <ul style="list-style-type: none">The length of the text. |

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

- | |
|--|
| <ul style="list-style-type: none">Experiences with caged birds |
| <ul style="list-style-type: none">Familiarity with reading narrative texts that contain rich language and complex ideas. |

Sharing Learning Outcomes with Your Students

I will be able to:

- | |
|--|
| <ul style="list-style-type: none">make inferences about the characters' feelings;; |
| <ul style="list-style-type: none">form opinions about 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. Show the students the illustration on page 28 and ask them what this story might be about. Share ideas within the group. (Forming and testing hypotheses) |
| • | Share the teaching purpose and learning outcomes with the students. |
| • | Read the first paragraph aloud to the students, asking them to check their predictions. “What might happen next?” (Forming and testing hypotheses) |
| • | Ask them to read to “... so he’s refusing to sing any song” to check their predictions. (Forming and testing hypotheses) |

During reading

| | |
|---|---|
| • | Compare the students’ predictions with what happens in the text. “Do you agree with Carol’s mother’s explanation? Why or why not?” (Evaluating) |
| • | “Read to ‘she told Percy’ on page 30 to find out what decision Carol has to make. As you read, think about what you would have done if you were Carol.” (Evaluating) |
| • | Discuss Carol’s decision. “Would you have done the same thing?” “Why or why not?” (Evaluating) |
| • | “How did Carol feel about letting Percy go?” “What words gave you that impression?” (Inferring) |
| • | “What might happen to Percy now? Read to the end of page 30 to find out.” (Forming and testing hypotheses) |
| • | “How do you think Carol will feel now? Read the next two paragraphs to find out.” (Forming and testing hypotheses) |
| • | “How does the author let you know how Carol felt? Do you agree with her mother’s comment?” (Evaluating) |
| • | “Read on to the end of the story. Look for techniques that the author uses to let you know what the different characters are feeling.” (Inferring) |
| • | “How do Percy’s feelings about freedom change? In pairs, find words and images in the text that show you.” Draw out the idea that the writer shows how Percy feels without directly telling the reader. (Inferring) |
| • | “How does Carol feel now? How does the author let you know?” (Inferring) |

After reading

| | |
|---|---|
| • | “Why do you think the author wrote this story?” “Is there a ‘message’ at the end of the story? If so, what is it, and do you agree with it?” (Evaluating) |
| • | Reflect with the students on how well the teaching 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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|---|--|
| • | “Imagine you are shut up in a small space like Percy’s cage. If you were to write a song of freedom, what ideas, images, and words might it contain?” Brainstorm ideas as a group, using some of the ideas and images from the text as a starting point. |
| • | Ask the students, in pairs or individually, to write their own “song of freedom”. |
| • | Discuss students’ opinions about free-range and battery chicken farming. In pairs, think of reasons for and against allowing battery chicken farming. Share these with the group. |

Rhymes

by Peter Bland

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

Overview

In this fun poem about rhymes, the rhyming words are linked through word association and rhythm.

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 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 comprehension strategies or language features?

- | |
|---|
| <ul style="list-style-type: none">The use of rhyme and alliteration |
| <ul style="list-style-type: none">Two stanzas of different lengths, with two sentences (also of varying length and complexity) in each stanza |
| <ul style="list-style-type: none">The element of humour and nonsense. |

Readability

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

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|---|
| <ul style="list-style-type: none">The very long and complex sentence in the first stanza. |
|---|

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

- | |
|--|
| <ul style="list-style-type: none">Familiarity with rhyming poetry. |
|--|

Sharing Learning Outcomes with Your Students

I will be able to:

- | |
|---|
| <ul style="list-style-type: none">identify what makes this an effective poem and create a poem with similar features; |
| <ul style="list-style-type: none">identify the author's purpose for writing this 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

- | |
|---|
| <ul style="list-style-type: none">“Do you enjoy poems that rhyme? Why or why not?” (Evaluating) |
| <ul style="list-style-type: none">Share the teaching purpose and learning outcomes with the students. |
| <ul style="list-style-type: none">Introduce the title. Ask the students to listen as you read the poem aloud and be ready to discuss what they notice about the way the poet uses rhymes. (Analysing) |

During reading

| | |
|---|--|
| • | “As you listened to this poem, what did you notice about the way the poet uses rhymes?” (Analysing) |
| • | “Reread the poem silently to yourself. As you read, think about whether the two stanzas make sense.” (Analysing) |
| • | “Did the poem make sense to you? If so, what helped you to make sense of it? If it didn’t make sense to you, do you think the author intended this to be a ‘nonsense’ poem? What makes you think that?” (Identifying the author’s purpose) |

After reading

| | |
|---|--|
| • | “Did you enjoy the poem? Why or why not?” (Evaluating) |
| • | “What is the author’s purpose in writing this poem? Why do you think that?” (Identifying the author’s purpose) |
| • | Reflect with the students on how well the teaching 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, in pairs or as a group, to choose one word from a list, for example, “kite”, “school”, and “cake” (or perhaps “gloop” if they have read the article in this journal) and to brainstorm a group of words that rhyme with their chosen word. |
| • | “Reread the poem and use its form to create your own poem, beginning with ‘Let’s start with ...’.” Model an example, based on the first five lines. Share and publish the poems for display in the classroom. (Analysing and synthesising) |

Where's the Budgie?

by Janice Leitch

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

Overview

This humorous play is about a family who believes their budgie has died. Mum and Dad blame the cat and prepare for the budgie's burial, but there's a twist at the end of the 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 **evaluating** or **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 ambiguous situation, which invites the reader to make judgments about the events in the play
- The attribution of human qualities to animals.

Readability

Noun frequency level: 8–9 years

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

- The need to distinguish between stage directions and dialogue
- Words and concepts that some students may find challenging: “whiskers”, “burial”, “fault”, “tissues”.

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

- Familiarity with the conventions of a play
- The students' experiences of being blamed for something they didn't do or of losing a pet.

Sharing Learning Outcomes with Your Students

I will be able to:

- form and express opinions about events in the 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

- “Have you ever been blamed for something you didn't do? How did that make you feel?” (Making connections with prior experience)

| | |
|---|---|
| • | Introduce the title and share the list of characters. “What does the title make you think has happened?” (Forming hypotheses) |
| • | Share the teaching purpose and learning outcomes. |
| • | “Read to the end of page 2 to check your ideas about what has happened to the budgie.” (Testing hypotheses) |

During reading

| | |
|---|---|
| • | “What does Dad think has happened to the budgie? Do you agree? Why or why not?” (Evaluating) |
| • | “Read to the end of page 3 to see if you agree with Dad now.” (Evaluating) |
| • | “Who do you believe now, Dad or Flip? Why?” (Evaluating) |
| • | “How does Flip feel? What makes you think that?” (Inferring) |
| • | “Do you think Mum and Dad did the right thing? Why or why not?” (Evaluating) |
| • | “Read to the end of the play to find out whether Flip is telling the truth.” (Testing hypotheses) |

After reading

| | |
|---|--|
| • | “Was Flip innocent? How do you know?” (Inferring) |
| • | “Could the events in this play really happen? What happens in the play to support your opinion?” (Evaluating) |
| • | Reflect with the students on how well the teaching 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?

| | |
|---|---|
| • | “What do you think of the way the play ends? Is it effective? Why or why not?” (Evaluating) |
| • | In pairs, have the students write or role-play an alternative ending to the play and perform it to the group. “Which ending do you prefer? Why?” (Evaluating) |