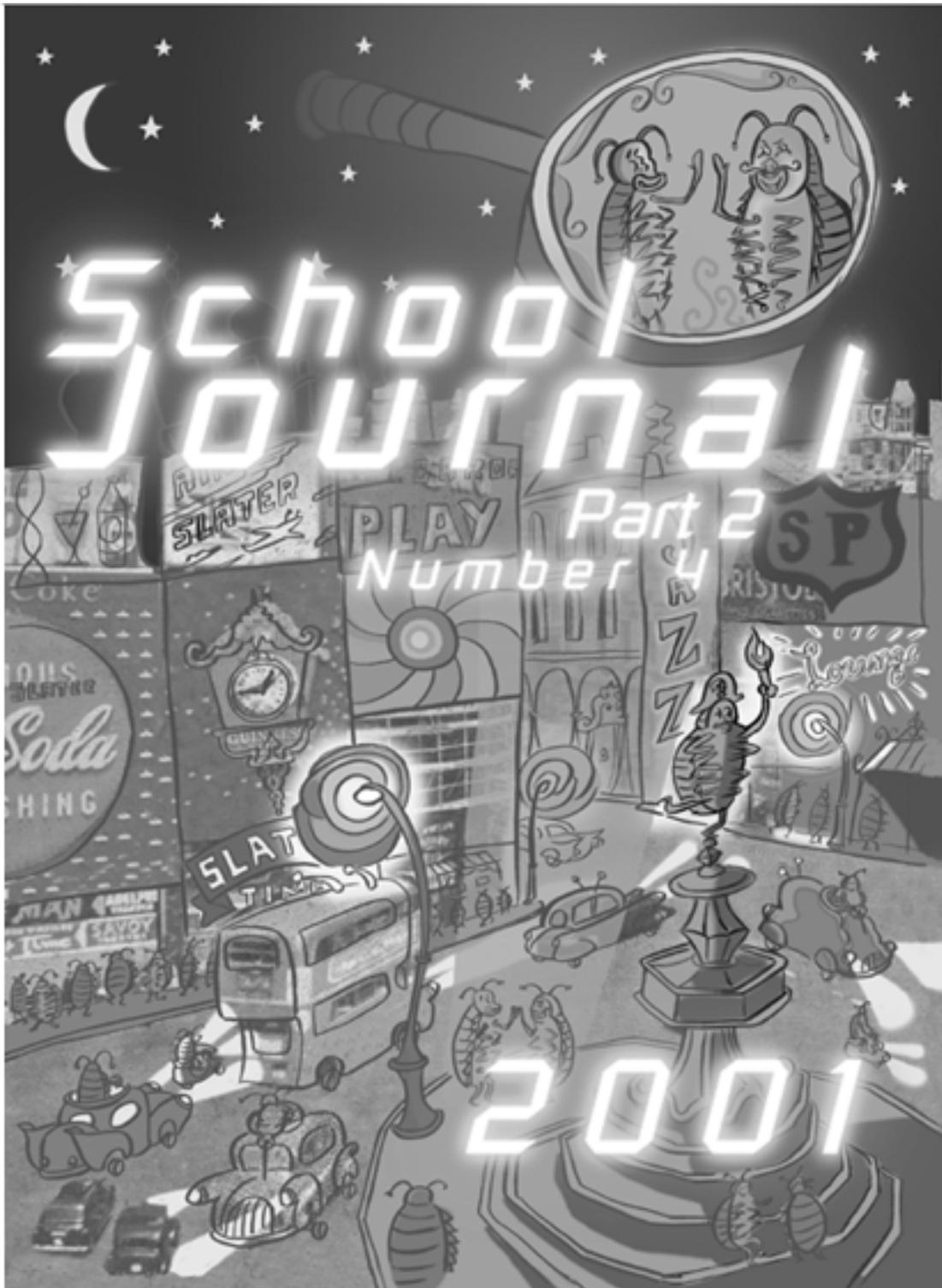


Teachers' Notes



Part 2

No. 4

2001

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Teachers are welcome to photocopy these notes if and as necessary.

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Item number 10282

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 encourage your students to use the *School Journal* for all of these purposes. They provide a wealth of detailed suggestions for using the Journals in your class reading programme.

The notes should be used in close conjunction with *The Essential School Journal*, *The Learner as a Reader*, and *English in the New Zealand Curriculum*.

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 *The Learner as a Reader*, Chapter 5.

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.

Guided reading involves:

- selecting a purpose for the reading
- introducing the text
- reading and responding to the text
- extending students' word-level strategies
- discussion and, where appropriate, follow-up activities.

These notes include suggestions for:

- selecting a focus for the reading and setting the scene
- particular features of the text that could be highlighted in discussion, including words and concepts that may present challenges for some students

- possible discussion points, learning experiences, and follow-up activities, where these are appropriate.

Possible follow-up activities are presented in charts that provide suggestions for:

- relevant achievement objectives
- learning outcomes for students
- learning experiences for students.

Please note that these charts are intended only to provide a range of suggested activities for you to choose from or adapt to your students' particular needs. The objectives and outcomes listed for each activity are also intended only as suggestions. You might choose to use a particular learning experience for any one of a number of different achievement objectives and learning outcomes, according to the needs of your students.

Introducing the Text

The introduction should be brief. It should:

- make links with students' background knowledge and motivate them to read
- highlight selected features of the text
- introduce in conversation any unfamiliar names or potentially difficult concepts
- set a purpose for the reading.

Reading and Responding

Some texts can be read straight through; others may need to be broken up, with breaks for discussion. While students are reading the text silently, you can observe their reading behaviour and help any students who are struggling. Students could be encouraged to identify (for example, with a paper clip or Post-it sticker) any words that cause difficulty.

Discussing the Text

This should be brief (a maximum of 10–15 minutes) and should not be a simple "question and answer" session. Students should be encouraged to think about their own responses to the text and to consider alternative points of view.

New concepts, vocabulary, and text features can be discussed in greater detail. Words that have caused difficulty could be discussed in 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. Wait and see what comes out of the first reading. Students should be encouraged to use a variety of strategies to work out unfamiliar words. This is an opportunity to develop students' phonological awareness and skills. For example, in studying the context of the text, you could use a whiteboard to draw students' attention to letter clusters and letter-sound relationships, to break up words into syllables, or to discuss the meanings of words.

This is also a good time to look closely at language features if this is a focus for the lesson. For example, you could discuss features such as alliteration or use of similes or metaphors, and you could take the opportunity to expand students' own written vocabulary by pointing out interesting verbs or adjectives and synonyms for commonly used words.

Where appropriate, follow-up activities may be selected.

Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use the *School Journal Catalogue* or *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 student's 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 all of these aspects should be considered 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.

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:

- using prior knowledge
- predicting
- inferring
- asking questions and seeking clarification
- visualising text content
- summarising
- interpreting.

These notes suggest ways to develop these and other strategies.

Curriculum Links

These notes place particular emphasis on the English curriculum's achievement objectives for all three strands and the processes of exploring language, thinking critically, and processing information.

Where appropriate, links are suggested to key strands of other curriculum statements.

Suggestions for Further Reading

In some instances, related items from the *School Journal* or other Ministry of Education publications are listed. This will help you to suggest further reading or to plan theme studies.

Tama's Pūtōrino

by Tawai Te Rangi retold in English by Radha Sahar

Overview

Tama leaves his flute behind in the bush when he goes hunting for eels. When he returns for it, he finds that a family of ants has made it their home. With the help of Mum and Dad and using his imagination, Tama gets the ants to leave his pūtōrino so that he can play it again.

Features to Consider in Context

- The retelling of this story in English
- Māori tikanga: wero, karanga, mihimihi, koha
- The mixture of Māori and English words
- The features of punctuation, for example, the use of the colon to introduce a list, apostrophes to show ownership and for contractions, exclamation marks, and question marks
- The conventions of direct speech
- The use of accent symbols to indicate pronunciation
- The additional information: the description of the pūtōrino and the information about ants
- The bullet points that are used to organise information
- A close-up shot of the pūtōrino
- The whakatauāki at the end of the story.

Readability: Supports and Challenges

Noun frequency level: 8.5–9.5 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

- The background knowledge and prior experiences of the students in regard to te reo, marae visits, and cultural conventions
- The concept of the bush as a marae
- The use of metaphors and metaphorical meanings, for example, "that flute could sing", "... didn't have the heart", "the forest came alive"

- The personification of the birds in relationship to roles on the marae and tikanga
- Words that some students may find challenging: "warbling", "trilling", "slithered", "imagination", "creative", "respectfully", "acknowledged", "marinated", "harmony", "unity", "traditional", "unique", "lashed"

Introducing Students to the Text

- Activate the students' prior knowledge of tikanga Māori by introducing the title and reading aloud the definition of a pūtōrino at the end of the story. It may be useful to have a wind instrument (recorder, flute) for the students to look at.
- Discuss the customs involved in visiting a marae or someone's home, for example, a karanga or knocking on the door.
- Introduce the concept that the bush is a home for the forest creatures.
- Explain that Tama takes his flute everywhere he goes, but one day, he comes home from the bush without it.
- Ask the students to predict what might have happened to the flute and pair and share their predictions.
- Tell the students to read silently to "... you could be just as clever and creative as those ants," said Dad" to check their predictions.

During the Reading

- Check the students' predictions and discuss what happened.
- Clarify any words that are causing difficulty. Ask the students, "What will you do if you come to a tricky word?"
- Brainstorm the students' ideas about how Tama will use his imagination to get his flute back from the ants.
- Ask the students to read to the end of the story to find out what happens.

After the Reading: Responding to the Text

Possible focuses for discussion

- The students can check their predictions as they discuss how Tama retrieved his flute.
- Focus discussion on the paragraphs, “Then all three of them set off for the bush ...” down to “... the gifts were given and received”, which relate to the tikanga involved in visiting the marae and visiting the bush. You will need to revisit the text to ensure that the students clearly understand the ideas. This discussion could be enhanced with the use of the picture pack issued by Learning Media, “Āhua Iwi Māori/Images of Māori” (Item 93309).
- Clarify any words or concepts that are still causing difficulty.
- Focus on one of the punctuation features mentioned under Features to Consider in Context above.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Presenting • thinking critically • processing information	• present information visually.	• as a group and using information from the text, create a mural that shows Tama and his family returning to the bush.
Presenting Poetic Writing • thinking critically	• demonstrate how words and images combine to make meaning.	• create speech bubbles to go on the mural.
Personal Reading Close Reading	• read for information; • respond to meaning.	• in pairs, read About Ants: Popokorua.
Interpersonal Speaking and Listening Presenting • processing information • thinking critically	• identify coherent information; • combine words and images to make meaning.	• as a group, discuss and present the ant facts as a cartoon strip (one fact per pair).

Links with Other *School Journal* Titles

“Finders Keepers” 2.1.97 (tape 97215 side 1);
“The Spider’s Gift” 1.4.99; “A Visit to Tapu Te Ranga Marae” 3.2.90; “My Ant Farm” 1.5.91; “He Kōrero Mo te Pīngao” 1.2.01; “Not Just a House” 1.2.01

***School Journal Catalogue* Categories**

Birds
Ants
Māori
Māori Traditional Stories
Taonga

Cross-curricular Links

Social Studies: Culture and Heritage
Place and Environment
Science: Making Sense of the Living World

Associated Websites

Te Pūtōrino a Tama – Tama’s Pūtōrino
Listening Tape online in English and Māori.
<http://www.ucamusic.com/info/tearsofthealbatross.htm>

Traditional Māori Instruments
<http://www.carving.co.nz/puoro.html>

Resources for Teachers
Māori words/phrases – Ngata Dictionary
<http://www.learningmedia.co.nz/nd/index.htm>

Make an Ant Farm
<http://www.publish.csiro.au/cyberscience/helix/TH43/TH43B4.htm>

Ants Ants Ants
<http://www.geocities.com/EnchantedForest/Tower/4636/antz.htm>

Coyote and Turtle: a folk tale from Mexico

retold by Jane Buxton

Overview

An adventurous young turtle outwits a mean coyote and, in the process, is safely returned to her river home. This story could be used in conjunction with the article “Keeping Terrapins”, which is in this Journal.

Features to Consider in Context

- The structure of the text as a narrative with setting, characters, plot, problem, and resolution
- The use of direct speech
- The use of commas in a sentence to separate words that offer further explanation, for example, “I shall take you far out into the desert, away from the cool shade, and leave you to die in the blazing sun”
- The use of lines to show movement in the first and last illustrations
- The presence and purpose of paragraphs.

Readability: Supports and Challenges

Noun frequency level: 8.5–9.5 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

- The students’ knowledge of folk tales: for example, the process of retelling stories, belonging to a particular country, animal characters
- The narrative structure of the text
- Prior knowledge of coyotes and turtles
- Words that some students may find challenging: “exhausted”, “coyote”, “unusual”, “throat”, “snarled”, “blazing”

Introducing Students to the Text

- Ask the students what they know about folk tales. If possible, give another example of a folk tale that the group has read. “What sort of story is a folk tale?” Share the responses within the group, charting the students’ knowledge of folk tales.
- Explain to the students that they are going to read a folk tale called “Coyote and Turtle”. “What sort of animal is a coyote? A turtle?” Discuss as a group.
- Revise decoding strategies: “What can you do if you come to a tricky word?”
- Tell the students that this folk tale is from Mexico. Locate Mexico on the map and point out its proximity to the equator. Ask the students to predict what the climate might be like in Mexico.
- Ask the students to read the first five paragraphs up to “... I will eat you right now!” to find where in Mexico the folk tale is set and what problems the turtle faces.

During the Reading

- Discuss the students’ ideas about the desert, the climate, and the problems that the turtle faces.
- Ask the students to predict how the turtle will solve her problems. Briefly think, pair, and share their predictions.
- Set a purpose for the reading – “How were the turtle’s problems solved?” Read to the end of the story to check the students’ predictions with the illustrations and the text.

After the Reading: Responding to the Text

Possible focuses for discussion

- Return to the focus question and discuss what happened. Ask the students to refer back to the direct speech in the text to justify their opinions.
- On a chart, establish the setting, characters, problem, and solution (story grammar) related to this tale.
- Pick an example from the text that shows the use of commas to separate words for further explanation. Demonstrate that the sentence would still make sense without the extra words and that the commas are included when the extra words are added.
- Ask the students, in pairs, to find other examples of such extra information that is offset with commas in the text.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts	<ul style="list-style-type: none">• reread with fluency and expression.	<ul style="list-style-type: none">• in pairs, role-play the parts of Coyote and Turtle, using only the direct speech parts from the folk tale.
Personal Reading	<ul style="list-style-type: none">• read for enjoyment;• practise reading strategies.	<ul style="list-style-type: none">• read further folk tales.
Close Reading <ul style="list-style-type: none">• exploring language	<ul style="list-style-type: none">• explore the organisation of the text.	<ul style="list-style-type: none">• choose their favourite folk tale and build a story grammar, which identifies setting, characters, problem, and resolution.

Links with Other *School Journal* Titles

“Tuatara and Mango the Shark” 1.3.98; “The Crab, the Crocodile, and the Cunning Jackal” 1.3.90; “The Fox and the Tiger” 1.1.90; “The Mouse and the Elephants” *Junior Journal* 8; “Heron and Turtle” 2.3.93; “How Tortoise Went to the Feast” 2.2.91; “Is Brer Rabbit Mighty Strong?” 1.2.95

***School Journal* Catalogue Categories**

Traditional Stories
Talking Animals

Cross-curricular Links

Social Studies: Culture and Heritage

Associated Websites

Resources for Teachers – coyote stories to read and compare Rabbit and Coyote

http://www.folkart.com/~latitude/folktale/tale_1.htm

The Rabbit Throws out His Sandal

http://www.folkart.com/~latitude/folktale/tale_2.htm

Coyote Brings Fire

<http://www.planetozkids.com/oban/coyofire.htm>

English Online Unit

Fools and Tricksters in Literature

http://english.unitecology.ac.nz/resources/units/fools_tricksters/home.html

Information on the Coyote

<http://www.ozkids.com/oban/coyopost.htm>

Germs

by Bill Nagelkerke

Overview

Clare has a cold, and Mum comes up with a novel way of preventing germs from spreading when they go to meet Grandad at the station. The journey home is funny and eventful, too.

Features to Consider in Context

- A simple narrative structure
- The use of direct speech
- Illustrations that support the text
- The use of natural speech patterns, for example, “What a nuisance”, “Tell you what, ...”, “... soon as poss.”

Readability: Supports and Challenges

Noun frequency level: 8–9 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

- Familiarity with the experience of having a cold
- Personal feelings of embarrassment
- The idea that an embarrassing situation has a funny side too
- The length of the text
- The meaning behind the following phrases: “on my account”, “I’m a tough old nut”, “just arrived from Mars”, “Three’s company”, “burning up with shame”, “cleared his throat”
- Words and concepts that some students may find challenging: “nuisance”, “moaned”, “rummaging”, “dust mask”, “sanded”, “company”, “harbouring”, “huddled”, “horribly”, “wound”, “embarrassing”, “imagine”, “smothered”, “Ignore”.

Introducing Students to the Text

- Before handing out the Journals, tell the students they will be reading a piece called “Germs”. “What do you expect it will be about?” Discuss within the group. “Will this be an article or a story?”
- Revise decoding strategies: “What will you do if you come to a tricky word?”
- Distribute the Journals. Allow time for the students to view the illustrations and ask them to read to “You’re right. But I’ve got an idea” to decide whether this text is fact or fiction.

During the Reading

- Accept the students’ responses and ask them to justify their opinion about whether the text is factual or fictional.
- Set a purpose for the reading. “Read and find out what Mum’s idea is and how Clare feels about it.” Ask the students to read to “... it would be all her fault”.
- Discuss the students’ responses to the focus question, asking them to justify their opinion with reference to the text.
- Clarify any vocabulary that is causing difficulty.
- Use a shared reading approach for the next section, up to “... but the officer pulled in behind them.” Ask the students to read along silently and find out how Grandad turns the situation into a game. Discuss briefly.
- Ask the students to predict why the police officer has stopped them and then read to the end to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss the students' predictions for the situation with the police officer.
- Discuss the conclusion of the story and how Clare is feeling now. "Find words that tell you that the situation is funny."
- Draw the students' attention to the metaphor "I'm a tough old nut" or the phrase "Three's company" and discuss the meaning in context. Explore other phrases as time permits, allowing students to think, pair, and share their views.
- Read aloud the first section down to "... But I've got an idea" and ask the students to identify the main concept. (Clare has a cold.)
- Record this concept on a chart and then ask each pair of students to read one section of the story together and record the main themes for that section.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Presenting • thinking critically	• communicate ideas using visual and verbal images.	• in pairs, take one main concept and record, in cartoon form, the sequence of actions related to that concept as the story progresses.
Using Texts	• retell a story.	• present the above cartoon strip and retell the story to another group.
Close Reading • exploring language	• identify direct speech.	• use photocopies and highlighters to adapt the text for a Readers' Theatre, using four characters and a narrator.
Using Texts Presenting • exploring language	• communicate ideas using drama; • read with fluency and expression.	• practise reading their parts individually and as a group for a Readers' Theatre.

Links with Other *School Journal* Titles

“Don’t Sniff” 2.3.89; “Happens to Everybody”
2.4.96; “The Sneeze” 1.3.89

***School Journal Catalogue* Categories**

Caring for the Body

Cross-curricular Links

Health and Physical Education: Personal Health
and Physical Development

Associated Websites

Germ

<http://kidshealth.org/kid/talk/qa/germs.html>

Colds and Flu

<http://www.quickcare.org/resp/colds.html>

Keeping Terrapins by Sharon Holt

Overview

This article offers information about terrapins and explores the responsibilities involved in keeping them as pets.

Features to Consider in Context

- An introduction that provides the background for Dolly's interest in terrapins
- The change from the past to the present tense after the first three introductory paragraphs
- The layout of the text
- The use of cropped photographs
- The bullet points, which are used to organise information.

Readability: Supports and Challenges

Noun frequency level: 8–9 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

- The photographs accompanying the text
- The idea of caring for pets
- Prior knowledge or experience of turtles, tortoises, or terrapins
- Words that some students may find challenging: “aquarium”, “pellets”, “amount”, “completely”, “diseases”, “thoroughly”, “intelligent”, “unusual”.

Introducing Students to the Text

- Use the photographs in the text to introduce the subject of terrapins, “What do you know about animals like these?”
- Introduce the vocabulary during this discussion.
- Set a purpose for the reading: “What are Dolly's responsibilities in caring for her terrapins?”
- Ask the students to read to “‘I like terrapins because they're intelligent and unusual,’ she says.”

During the Reading

- Share the students' responses to the focus question within the group, making a list of Dolly's responsibilities.
- Discuss briefly what the students have discovered about terrapins. “What else do you want to know?” If appropriate, ask the students to frame questions on things that they want to know more about. If they are unanswered by the text, these questions can form the basis for research later.
- Ask the students to finish reading the article to find out more facts about terrapins.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss any further facts that the students have discovered. Write these in a list headed Fact Chart about Terrapins.
- Reread the text and, as a group, add any more details to the fact chart.
- Clarify any vocabulary that is causing difficulty.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Transactional Writing <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • express meaning in written text. 	<ul style="list-style-type: none"> • use the fact chart to make Did You Know? cards that they could present to the class.
Transactional Writing <ul style="list-style-type: none"> • exploring language • processing information 	<ul style="list-style-type: none"> • use a convention of writing to present facts. 	<ul style="list-style-type: none"> • write down the heading "If I owned a terrapin, I would need to:" and list the responsibilities of looking after terrapins using bullet points.
Close Reading Personal Reading <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • use appropriate technology to identify, select, and record information. 	<ul style="list-style-type: none"> • use the Internet or the library to find answers to any unanswered questions from the earlier group discussion. Share findings with the group.

Links with Other *School Journal* titles

"The Bird and the Crocodile" 1.4.89; "Crocodile Farm" 1.4.89; "Face to Face with a Tuatara" 1.3.98; "Keeping Geckos" 3.1.95

School Journal Catalogue Categories

Reptiles

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites

Chelonians: tortoises, turtles and terrapins
<http://www.nafcon.dircon.co.uk/chelons1.html>

How to look after your terrapins
<http://www.water-world.cityslide.com/pages/page.cfm/432007>

Giant Tortoises of the Galapagos Islands

by Caroline Garnham

Overview

This article provides information about the giant tortoises found in the Galapagos Islands. It outlines historical issues that have affected their survival and how scientists are trying to save the species. This article would be suitable to use with older students or as shared reading with a younger age group.

Features to Consider in Context

- The use of paragraphs as a cohesive framework for the facts that are presented
- A considerable number of proper nouns
- The use of scientific language, for example, “species”, “endangered”, “extinct”, “research”, “scientist”, “evolved”, “introduced”, “breeding”, “rearing”, “releasing”
- The close-up shots of giant tortoises
- The use of commas to break up lists in the second-to-last paragraph.

Readability: Supports and Challenges

Noun frequency level: 9–10 years

Suggested level: 10–11 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

- The photographs and map that accompany the text
- The manageable length of the text
- The students’ general knowledge about places around the world
- The concept of measurement in relation to time, weight, and distance
- The concept of scientific research
- Words that some students may find challenging: “eventually”, “individual”, “wallow”, “highland areas”, “dome-shaped”, “saddle-shaped”, “browse”, “survive”, “compete”, “wild”, “expert”

Introducing Students to the Text

- Introduce the title of the article and locate the Galapagos Islands on a map.
- Ask the students what they know about giant tortoises. Chart their responses under the heading Before Views.
- Ask the students what they would like to find out about the tortoises that live on the Galapagos Islands. Allow time for the students to frame and write down their questions.
- Read aloud the first three paragraphs to the students and clarify some of the scientific language.
- Set a purpose for the reading: “What does a scientist do?” Ask the students to read to the end of the article to find out how a scientist might work with giant tortoises.

During the Reading

- Observe the students as they read, assisting with any difficulties and clarifying vocabulary and concepts as appropriate.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss how the scientists on the Galapagos Islands are working with the tortoises. Clarify the concept of scientific research and compare it with any research the students do.
- “Who has had their question answered?” Discuss these with reference to the text. Chart this information under the heading After Views.
- “What else have you discovered about tortoises?” Add any further responses to the After Views chart.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Listening and Speaking	<ul style="list-style-type: none"> converse and work co-operatively. 	<ul style="list-style-type: none"> in pairs, measure out 5.5 metres and time their partner walking and running that distance.
Interpersonal Listening and Speaking	<ul style="list-style-type: none"> talk about personal experiences. 	<ul style="list-style-type: none"> with a partner, try moving 5.5 metres in ten minutes to establish how slowly a tortoise moves. Share experiences with the group.
Interpersonal Listening and Speaking <ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> interact with others to interpret information. 	<ul style="list-style-type: none"> as a group, work out, by weighing each member, how many students add up to the weight of a giant tortoise.
Close Reading <ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> locate, select, organise, and present information. 	<ul style="list-style-type: none"> use the library or the Internet to find out about: <ul style="list-style-type: none"> reptiles tortoises Charles Darwin the Charles Darwin Research Station. Findings could be shared with the group.

Links with Other *School Journal* titles

“The Turtles at Kapaho” 3.1.93; “ Skinks and Geckos – Can you Tell the Difference?” 3.2.94

School Journal Catalogue Categories

Reptiles

Cross-curricular Links

Science: Making Sense of the Living World
 Making Sense of the Physical World
 Mathematics: Measurement

Associated Websites

Teacher Resources
 Galapagos Tortoises
<http://members.tripod.com~juliannarc/galapagos.html>

Facts about Tortoises
<http://students.washcoll.edu/Student.Pages/Karen.Sieger/about.htm>

The Galapagos Islands
<http://www.galapagos.ws/>

Movie Moves

by Diana Noonan

Overview

Three friends go to the movies. They choose seats with a good view but decide to move when someone wearing a large hat sits in front of them, blocking the screen. They move to new seats, but again something happens to spoil it for them. Each time they find new seats, there's a problem. Their last move is right out of the theatre – they're watching the wrong movie!

Features to Consider in Context

- The conventions of a play: a list of characters provided at the start, characters' names in capital letters, italics for stage directions with directions for specific characters in parenthesis
- Emphasis in the dialogue indicated with bold print
- The use of natural speech patterns, including single-word sentences with exclamation marks, for example, "Look!" "Hurry!" and a large number of contractions
- The use of colour to depict the setting inside a movie theatre
- The exclamation marks, question marks, and other punctuation to signal intonation.

Readability: Supports and Challenges

Noun frequency level: 9–10 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

- The experience of going to the movies
- Vocabulary that is within the reading experience of students with a 9–10 reading level
- The concept of an usher at the movies
- The names of the characters
- The size of the cast
- Words that some students may find challenging: "usher", "stubs", "Productions"

Introducing Students to the Text

- Ask the students to share their experiences of going to the movies.
- Think, pair, and share the students' experiences of how people behave at the movies. List the different behaviours.
- "In a multi-theatre complex, how do you know which theatre to go to?"
- Discuss what happens to their tickets when the students go into a movie; introduce the concept of an usher.
- Introduce the title of the play and ask the students to predict why Diana Noonan chose this title.
- Ask the students to read to "JAMIE: We'll have to move" to check their predictions.

During the Reading

- Discuss the choice of title with the students, relating it to the text.
- Ask the students to read to the end of the play to identify the reasons for the moves made by the three characters.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss the different reasons the characters had for changing their seats.
- Compare these reasons with the behaviours at the movies charted earlier.
- "If you were to perform the play, what props would you need?"
- "What would be the best way to present this play to an audience? Live or taped?" Ask the students to think, pair, and share opinions, providing reasons, or ask them to compare watching a video to going to the movies and, in pairs, list the similarities and differences. Share responses within the group.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Listening Interpersonal Speaking • Processing information	<ul style="list-style-type: none"> ask questions, listen, interact, and record information. 	<ul style="list-style-type: none"> survey class members to discover: <ul style="list-style-type: none"> – what movies/videos they have seen during the last month; – how many times their classmates have gone to the movies or watched a video during the last month.
Presenting • Processing information	<ul style="list-style-type: none"> collate, organise, and present information. 	<ul style="list-style-type: none"> present the above information to the class.
Close Reading Presenting • thinking critically	<ul style="list-style-type: none"> respond to meaning in text; use verbal and visual features to communicate ideas. 	<ul style="list-style-type: none"> in pairs, create a storyboard for part of the play.

Links with Other *School Journal* titles

“The Director” 3.2.90

School Journal Catalogue Categories

Films – Cinema
Humorous Plays

Cross-curricular Links

Health and Physical Education: Relationships with Other People