

Reading Plan

Text: The Bittern		Noun frequency level: 9.5–10.5 years
Students	Student goals	Observations
Maddie		
Jack		
Harry		
Rima		
Li		
Learning focus <ul style="list-style-type: none"> • Reading purpose (linked to curriculum context) • Learning intention and success criteria 	To explore the impact of Grandad’s decision on himself, his community, and the environment. We are learning to integrate information across the text in order to evaluate Grandad’s decision and its impact. Success criteria: <ul style="list-style-type: none"> • identify the important information relating to Grandad’s ideas and his actions • summarise this important information • make inferences about the impact of Grandad’s decisions 	
Text and language challenges	Words: wetlands, rank grass, drainage ditches, ploughed and sown, pasture, conservationist Knowledge: Conservation, history of New Zealand and farming, different ideas about relationships with the land Features and structure: the story within a story, multiple time frames, use of ellipsis	
Introduction <ul style="list-style-type: none"> • Activating relevant background knowledge, (context and literacy content) • Making links • Sharing learning intentions • Setting students up for success • Engaging students with the text 	<ul style="list-style-type: none"> • Share overview – link to our class conservation theme • Think, pair, share what we have learnt about land clearance in our local farming community • Discuss and build understanding of “conservationist” • Share purpose for reading and learning intention • Discuss what we need to do to integrate and evaluate information • Link to what we already know about how readers integrate info as they read • Develop success criteria with the students 	
Reading and discussing the text <ul style="list-style-type: none"> • Checking understanding • Constructing meaning together • Developing student awareness of strategic reading • Building meta-cognition • Linking to other texts, (reading and writing) or other contexts, and to prior learning • Revisiting purpose and learning focus 	Build understanding <ul style="list-style-type: none"> • Make sure students understand the story within the story • Build understanding about Grandad • What do we know about where Grandad lives, what he does, and what’s important to him? • Why did the farmers drain their swamps? • Why didn’t Grandad do what the other farmers did? • Discuss phrases “farming was tough back then”, “that old bittern he changed everything”, “true conservationist” • What was the effect of Grandad’s decision on his son (Dad), the family, grandchildren, and other farmers, DOC? • Tell your partner whether you think it was the right decision and why. Metacognition <ul style="list-style-type: none"> • What did you have to do to make that inference? What words/prior knowledge helped you? • What helped you to understand the impact of Grandad’s decision? What clues did you use? (Li – how can you say that in your language?) Reflect on the purpose for reading <ul style="list-style-type: none"> • What causes people to change their opinions about the importance of keeping natural areas? • What does the author want us to be thinking about after we have read this story? How do you know? • What key ideas can we take from this story about Henare that help us understand more about conservation of wetland environments? • What does this tell us about how people view and use the land differently? 	

<p>Reflection</p> <ul style="list-style-type: none">• How well did the students achieve the purpose?• How do I know?• What do I need to change in my teaching, or investigate further?	<p>Refer back to success criteria What did I notice during the lesson</p>
---	---