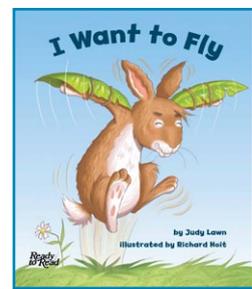


I Want to Fly

by Judy Lawn
illustrated by Richard Hoit

This text is levelled at Blue 2.



Overview

In this narrative, Rabbit is bored with hopping and wants to be able to fly. When he accepts Hawk's offer of help, Rabbit soon realises he has made a big mistake. Students will enjoy the humour and drama in this text, especially when they realise Hawk's evil intentions. The illustrations provide important (and entertaining) clues that complement the explicit information in the story.

I Want to Fly supports the development of a self-improving reading process. It requires students to “apply their reading processing strategies” and to “monitor their reading, searching for and using multiple sources of information” in order to make or confirm meaning (both from *The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45 CD* as well as on an MP3 file at www.readytoread.tki.org.nz

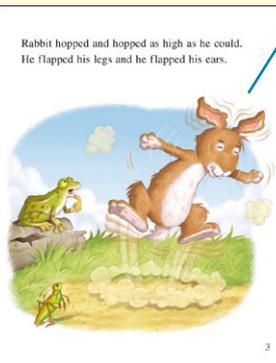
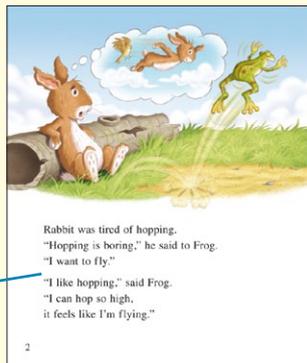
Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

Illustrations and visual language features that support and extend the meaning but may not exactly match the words, for example, the thought bubble on page 2 and the movement lines within the illustrations

A range of punctuation, including speech marks and commas to support phrasing, intonation, and meaning

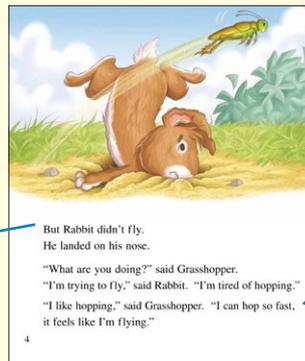
Dialogue between easily identified speakers



Most content explicitly stated but also some implicit content (in the text and illustrations) that provides opportunities for students to make simple inferences, for example, to use their prior knowledge to predict that Rabbit is not likely to be able to fly, or to infer from the menacing illustrations of Hawk that Rabbit is in danger

The possessive apostrophes in “Hawk’s back”, “Hawk’s eyes”, “Rabbit’s ears”

The contractions “didn’t”, “don’t”, “I’ll”, “I’m”



Descriptive comparative phrases, for example, “so fast, it feels like I’m flying”, “as high as he could”

To support word recognition:

- many high-frequency words, for example, “are”, “as”, “could”, “down”, “had”, “his”, “like”, “made”, “of”, “some”, “take”, “they”, “us”, “want”, “was”, “What”, “with”, “you”.

To support word-solving strategies:

- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations, for example, “climbed”, “flapped”, “flying”, “Frog”, “hopping”, “leaves”, “lunch”, “mountain”, “nose”, “Rabbit”, “tired”, “wings”
- a wide range of regular verbs (for example, “hopped”, “trying”, “wanted”, “wished”) and some less common irregular verb forms (for example, “found”, “met”, “trying”) that require students to attend to inflections and use their knowledge of sentence structure
- the adjectives “big”, “boring”, “tired”
- the adverbs “fast”, “high”.

A suggested reading purpose

To find out if Rabbit gets his wish and how he feels about it

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The characteristics of this text provide opportunities for students to:

- make connections to their prior knowledge and use information in the text and illustrations to form and test hypotheses
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations to make meaning
- monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information
- draw on explicit and implicit information to summarise the events in the text and make inferences.

Introducing the text

- View the cover illustration. *Why does the rabbit have leaves tied to his arms? What is the rabbit trying to do?* During this and subsequent discussions, highlight key vocabulary for this text, such as “flap” and “hop”. Use the vocabulary orally and draw the students’ attention to the meaning.
- Ask the students to read the title. If they read “went” for “want”, prompt them to check. *Does that sound right to you? Have a closer look.*
- Discuss what the students know about rabbits. *How do they move? Can they fly? I wonder why a rabbit would want to fly ...*
- Ask the students to predict why Rabbit wants to fly and how he might try to do it.
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These are shown in bold. The behaviours are followed by instructional strategies you can use to support students to demonstrate those behaviours. **Select from and adapt** the suggestions according to your students’ needs and experiences.

The students make connections to their prior knowledge of rabbits, flying, and hawks (or other birds of prey) and use information in the text and illustrations to form and test hypotheses about what will happen.

The students draw on multiple sources of information to make meaning.

The students draw on explicit and implicit information to summarise the events in the text and infer how and why Rabbit’s feelings change.

- **Title page** – Reread the title. Discuss the other characters in the illustration. *How do they move? Can they fly?*
- **Page 2** – Discuss the illustration and thought bubble before reading. *What is Rabbit thinking about? How do you know?*
- Listen as the students read quietly to themselves. If they have difficulty with “tired”, use an appropriate prompt, for example, *You said, ... Does that make sense? What is another word that would fit in there?*
- *What does this page tell us about why Rabbit wants to fly? What part tells you that?*
- **Page 3** – Prompt the students to use the illustration to review their hypotheses about how Rabbit will try to fly, then read to find out.
- Draw attention to the visual language features on pages 2 and 3. *Frog says “I can hop so high, it feels like I’m flying”, and on page 3, it says that Rabbit “hopped and hopped as high as he could” and flapped his legs and ears. How do the illustrations show this?*
- Prompt the students to predict whether Rabbit will get his wish. *I wonder what Frog and Grasshopper are thinking while they watch Rabbit ...*
- **Pages 4 and 5** – Prompt the students to use the illustrations to review their predictions and then to read these pages. If they say “face” or “mouth” for “nose”, prompt them to look closely at the word. *Does that look right to you?*

- Expect the students to use grapho-phonics information and sentence context to decode “big leaves”. If necessary, prompt them to use the illustration on page 5 to confirm their attempt.
- After reading page 5, review (summarise) what Rabbit has tried so far. *Are the wings going to work?*
- **Page 6** – Have the students review their predictions.
- **Page 7** – *What has happened?* Prompt the students to use the illustration on page 7 to infer that Hawk is a danger to Rabbit. *Look at his eyes. Look at his claws. Would you fly with Hawk? I wonder if Rabbit is going to get his wish ...*
- **Pages 8 and 9** – After reading, prompt the students to look closely at the illustrations to infer how Rabbit’s feelings have changed from page 8 to page 9. *Why does Hawk say “Stay for lunch”? What does he really mean? Ask the students to brainstorm what Rabbit could do.*
- **Pages 10 to 12** – Have the students read to the end of the story to find out what happens to Rabbit. You may need to model the intonation of “*Rabbit did not like the look in Hawk’s eyes*” on page 10 and clarify the use of the irregular verb “met” (not “meeted”) on page 12.
- *Is this what you thought would happen? How does Rabbit feel now? What did Rabbit learn in this story?*
- Review the reading purpose. Briefly look through the book together at the text and illustrations to summarise the main event or idea on each page and track how Rabbit’s feelings changed. Focus on the rapid contrast in his feelings on pages 8 and 9. *How did the illustrations help you to know how Rabbit was feeling?*

Monitoring during the reading

The students monitor their own reading and self-correct where necessary.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor this more closely as the students reread the text quietly to themselves or to a partner. Note their ability to use the punctuation to support phrasing and expression.
- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Give feedback (without overly disrupting the flow of the reading) when the student does self-monitor. For example, *You said, “I like to fly” and then you went back and changed it. How did you know the word was “want”?*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
Up, up into the sky they went.	Up, up into the sky (but then stops)	You stopped after “sky”, but there is no full stop. Try that again. Read till you get to the full stop.

Other prompts you could use could include: *Does that look right / sound right to you? If the word was ____, what letters would you expect to see? Try that again.* Remember that these types of prompts are always based on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they don’t have enough knowledge of English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.

- Create charts to remind the students about the strategies they could use when they read. Give feedback when you notice students adopting these new strategies.
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson and should provide purposeful practice and reinforcement.

Select from and adapt the suggested tasks, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD or MP3 files. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Ask the students to draw four important things that happen in the story and write a summary sentence for each.
- Have the students add thought bubbles to photocopies of key pages to show what the characters might be thinking. Have the students share their pages.
- Ask the students to draw the character they thought was most interesting and write a sentence to explain why. For students who need support with constructing sentences, show your own drawings, model your sentences orally first, and then write them down. Ask the students to discuss their ideas in pairs and then create their own drawings and sentences. Some students may benefit from a writing frame, and some from a writing frame and a word bank to use to fill in the blanks.
- Focus on the verbs ending in “ed” (“climbed”, “flapped”, “hopped”, “landed”, “wanted”, “wished”). Have the students identify the root words and practise building new words by adding “s” or “ing” endings. Discuss the use of the double consonants in “flapped” and “hopped” and the need to add “es” rather than “s” for “wishes”.
- Have word games available that encourage sorting words by common characteristics, such as initial consonant blends or inflected endings (“ed”, “ing”) or those belonging to the same word family (“climb”, “climbed”, “climbs”, “climbing”), as in the previous task.
- Find sentences that include contractions (“didn’t”, “don’t”, “I’ll”, “I’m”). Reread the sentences and write the contractions out in full. Show what letters are replaced by the apostrophe. Discuss how contractions make book language seem more natural (more like talking).