

# Me Too

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## Overview

Lili's grandparents move from China to live with her and her parents in New Zealand. Lili helps them to learn English. This simple story is about relationships with grandparents and the different ways that people are able to communicate.

**Note:** An audio version of this story is available on the *School Journal Part 1 and Part 2 CD 2007–2008* (item number 33360). The CD includes a recording of music played on an erhu and an interview with an erhu player.

## Suggested reading purpose and teaching purpose

*Based on the information I have about my students' learning needs, what would be appropriate reading and teaching purposes for this lesson?*

- To explore the importance of communication in our relationships with each other and to notice the different ways in which people communicate.
- To support the students in developing the comprehension strategy of **identifying the main idea**.

## Suggested learning goal

We are learning to find clues and evidence to help determine the main idea or ideas in a text.

## Success criteria

To support our comprehension of the text, we will:

- ask questions about what the author thinks is important
- make connections to identify the most important ideas and look for clues and evidence to support our thinking
- make connections between these important ideas to identify the main idea
- state our main idea in one sentence.

## Readability

Noun frequency level: 7.5–8.5 years for guided reading

*What features of this text support a range of reading and teaching purposes?*

- Third-person narrative
- The idea that people can communicate in a variety of ways other than through oral or written language

- The idea that strong family ties support people in unfamiliar or challenging situations
- The repetitive structure: “On Monday...” “On Tuesday...”
- The diverse nationalities in the text
- The various ways of communicating shown in the story, for example, through language, music, or images
- Repetition of the phrase “Me too”
- The use of dialogue to convey ideas and information
- The illustrations supporting the text
- The variety of past forms of verbs.

*What prior knowledge or experience might help my students to read this text?*

- Knowing how people communicate through a variety of methods, for example, sign language, music, and dance
- Other books or reading experiences about immigration, language differences, or being new to a place
- Experiences with grandparents, especially school visits by parents or grandparents
- Experiences of being somewhere where they don’t speak the language, or of parents not being able to speak English and communicate with the school and teachers
- Experience of playing a musical instrument
- Experience of a close family environment, and familiarity with family stories
- Experience of finding the main idea(s) in a text
- Experience of reading and understanding a story through the use of dialogue
- Knowledge of the structure and organisation of narrative texts (stories).

*What text features might challenge my students and require a prompt or a brief explanation?*

- The use of a macron on the name Tāne
- The pronunciation of characters’ names (Kelsey, Tāne, Kiana, Lili)
- The pronunciation of erhu (it is pronounced “arhu”)
- Particular words and concepts, including “tongues”, “hopscotch”, “koro”, “fale”, “violin”, “bow”, “cello”
- Use of phrasal verbs (for English-language learners), for example, “work something out”.

## **A framework for the lesson**

*How will I help my students to achieve the reading purpose and learning goal?*

### **Before reading**

- Share the reading purpose and briefly introduce the story. Read the first paragraph on page 2 to the students (down to "... Lili's mum could"). Ask the students to suggest the positive aspects and the difficulties/challenges that the characters in the story might face. "I am wondering how Lili will be able to communicate with her grandparents." Record the students' ideas on a T-chart. (Making connections; forming and testing hypotheses)
- Share the learning goal and success criteria with the students. Briefly review how we find main ideas and how doing this helps our comprehension of the text.

### **Reading and discussing the text**

*Refer to Effective Literacy Practice in Years 5 to 8 for information about deliberate acts of teaching.*

As your students read through the text, support them with any unfamiliar vocabulary, grammar, and concepts as necessary.

### **Pages 2 and 3**

- Discuss how Lili and her grandparents might be feeling. Look at the illustration on page 3. "What is Lili doing? How do you know?" (She is showing them an object for them to name so that they can practise their English, but she is also communicating with them.) (Analysing and synthesising; inferring)
- Model for the students your thinking when looking for key ideas on these two pages. Refer to the success criteria to model how this also supports their learning. "When I am looking for key ideas or information, I ...". Get the students to record any key ideas they have from these first two pages, emphasising that these key ideas will help them to find the main idea in the text. Ask them to share their ideas with their partner. (Analysing and synthesising; identifying the main idea)

### **Pages 4 and 5**

- Discuss the different ways in which the various grandparents communicated with the students. Pull out of the text the verbs that show this. (Kelsey's grandma "showed", Tāne's koro "brought", Kiana's mama and Jason's papa "told" their tales.) (Note that this is the most linguistically challenging part of this text for English-language learners and that they may need more support.) (Analysing and synthesising)

- “On page 4, Lili’s mum says, ‘We’ll work something out’. I wonder what she means by that?” Encourage the students to predict what might happen. (Forming and testing hypotheses)
- Have the students record any key ideas from these two pages and use clues from the text to justify their responses. Encourage them to dig beneath the story and not just list down facts from the story. (Analysing and synthesising; identifying the main idea)

### **Page 6**

- Discuss possible key ideas from this page, including that Lili’s grandparents were able to communicate with their music and that the students were able to communicate in return by applauding. “I wonder why Lili still enjoyed it even though she didn’t understand Grandma’s words?” (Analysing and synthesising; identifying the main idea)
- Encourage the students to bring their key ideas together to work out the main idea. “Discuss with a partner what you think the main idea could be. Tell them why you think this.” Have the students show their buddy some of the clues/key ideas in the text that led to their thinking. Encourage them to refer to the success criteria. (Analysing and synthesising; identifying the main idea)

### **Page 8**

- Read to the end of the story. (The description of the erhu can be looked at separately). Link back to the title of the story “Me Too” and discuss this in relation to the main ideas they have discussed. (Identifying the main idea)

### **After reading**

- Have the students sum up their main idea in one sentence and share this with their partner and then the group. Discuss how important communication is and how there are many ways to communicate, including speaking, writing, art, music, sign language, mime, etc. (Identifying the main idea)
- Refer the students back to the T-chart of positives and challenges. “How does your main idea relate to your initial thoughts about the challenges and positives in this story?” (Making connections)
- Listen to the audio version of the story and to the music played on an erhu. Discuss how listening to the CD has contributed to their understanding of the ideas in the story. “What did the music sound like to you? Did listening to it help you understand the characters’ feelings in the story?”
- Review the learning goal and success criteria and reflect with the students on how well the learning goal has been achieved. For example, “How easy was it to find the main idea? What helped you to do it? How will this help you next time you are reading a story by yourself?” Note any teaching points for future sessions.

### ***Links to further learning***

*What follow-up tasks will help my students to consolidate and/or extend their new learning?*

- Have the students work with other *Journal* articles to work out the main idea(s). Examples include “Golf Champ” (SJ 1.1.07), “Happy Birthday, School!” (SJ 2.207), “Family Treasures” (SJ 1.3.07) or “From Corned Beef to Captain Cook: The Art of Michel Tuffery” (SJ 2.4.08).
- Organise visits by parents or grandparents to the classroom. Encourage them to share special stories, music, or games with the class, emphasising a variety of ways to communicate.
- Ask the students to share with a partner how they find the key information and main idea in a text when they are reading independently.