



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10. This teacher support material (TSM) describes the opportunities in “Super Shells” for students to develop this expertise.

## Overview

This report describes some of the many ways people have used shells, now and in the past. Much of the information is conveyed by intriguing, captioned photographs. Page 5 of this TSM has information about the places of origin of some of the shell objects shown in the photographs.

“Super Shells” is linked to two other pieces in this journal:

“Seashells”, which focuses on scientific information about shells, and “Beach Buddy”, a craft activity.

“Super Shells” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (*The Literacy Learning Progressions*, page 14).

There is a PDF of this text and an audio version as an MP3 file at [www.juniorjournal.tki.org.nz](http://www.juniorjournal.tki.org.nz)

## Related texts

Texts about crafts using natural objects: “Pine Cone Pals” (JJ 36); “Kahu Ora” (JJ 47); “Weaving Tukutuku” (JJ 55); “Beach Buddy” (JJ 60)

Texts about collections: “Salt and Pepper” (JJ 28); *Treasure from the Sea* (RTR Purple); “Our Rocks Rock!” (SJ L2 April 2013)

## Text characteristics

“Super Shells” includes the following features that help students develop the reading behaviours expected at Gold and build their knowledge of the text forms and features of non-fiction.

The structure of the text as a report with an introduction, a series of main points supported by examples, and a conclusion

Visual language features, including headings, photographs, and captions

A mix of explicit and implicit content, including some information that may be new, requiring students to make connections to their prior knowledge to make inferences, track information, and identify main points

Some words and phrases that may be unfamiliar, including subject-specific vocabulary (for example, “purposes”, “musical instruments”, “jewellery”, “cowrie”, “mother of pearl”, “oyster”, “hei tiki”, “canoe”, “figurehead”, “furniture”, “lures”, “mussel”, “harakeke”, “bailer”, “flutes”, “chimes”, “conch”, “pūtātara”, “warnings”, “identify”, “polish”, “tourist attraction”, and some proper nouns), requiring students to use their processing systems

Many sentences with multiple phrases, requiring students to attend to punctuation and pronouns and other linking words and phrases to clarify connections between ideas



Language features typical of non-fiction:

- precise descriptive language, including extended noun phrases, qualifiers (“very”, “some”, “whole”, “several”), indicators of time, and numerical references
- the use of examples and the inclusion of extra information in parentheses
- words that appear in several different forms (“decorate”, “decorated”, “decoration/s”, “collect”, “collecting”, “collectors”, “collection”, “attract”, “attraction”)
- subject-specific compound words and hyphenated words: “figurehead”, “fish-hooks”, “Christchurch”

## Cross-curriculum links

### English (Reading)

Level 2 – Processes and strategies: Selects and reads texts for enjoyment and personal fulfilment.

Level 2 – Structure: Show some understanding of text structures.

### The Arts (Visual Arts)

Level 2 – Communicating and Interpreting: Share the ideas, feelings, and stories communicated by their own and others' objects and images.

### Social Sciences (Social Studies)

Level 2 – Understand how cultural practices reflect and express people's customs, traditions, and values.



The New Zealand Curriculum

## Suggested reading purpose

*What can the students expect to find out or think about as a result of reading this text?*

- To find out how people use shells
- To think about why shells are important for people

## Possible learning goals

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

The goals listed below link to the descriptions of reading behaviours in *The Literacy Learning Progressions* and the *Learning Progression Frameworks*. **Select from and adapt** them according to your students' strengths, needs, and experiences – their culture, language, and identity (*The Literacy Learning Progressions*, page 7).

This text provides opportunities for students, over several readings to:

- use text and visual language features to identify and track information (**summarise**)
- **make connections** between information in the article and their prior knowledge to **make inferences**
- **ask questions** and look for or think about possible answers
- identify how the author has made information clear for the reader (**analyse**)
- **monitor** their reading and, when something is unclear, take action to solve the problem, for example, by checking further sources of information, rereading, and/or reading on.



Sounds and Words



The Literacy Learning Progressions

## Introducing the text

Use your knowledge of your students to ensure that your introduction to the text is effective in building or activating their prior knowledge and providing appropriate support for a successful first reading.

Several options are provided below for you to **select from and adapt**. It would be best for the students to have read and discussed the article “Seashells” first, to build prior knowledge of the topic and vocabulary. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

For English language learners, you could talk through the article to introduce key vocabulary (in English and in their first language if possible) and provide support with text features that may be unfamiliar. You can find further information about features of texts that may need support at [ELLP](#).

- If possible, have some objects made from shells to use as discussion starters. *Have you ever made anything with shells? What do you know about how people use shells?*

- Read the title and the first page together. Use the text and captioned photographs to generate discussion of the ways people use shells (or have used shells in the past). You could have the students think, pair, and share their ideas about one or two of the categories listed, drawing on information on page 9 as well as ideas from the previous article and their own prior knowledge. Record their ideas to come back to after the reading.
- Have the students browse through the rest of the article, using the headings and photographs to review their ideas and to predict what they will find out.
- Provide support for some of the vocabulary that may be new, for example, by reading aloud some of the photograph captions.
- Set a reading purpose together. Share the learning goal(s). Give the students sticky notes to mark questions or ideas that arise as they read and to note aspects they want to come back to.

## Reading the text

For the first reading, encourage the students to read the text by themselves, intervening only if it's clear a student needs help. Much of the processing that they do at this level is "inside their heads" and may not be obvious until the discussion afterwards. There will be many opportunities to provide support with word-solving and comprehension on subsequent readings.

### Student behaviours

*Examples of the sorts of behaviours (often overlapping and developed over several readings) that will help students achieve their learning goal(s).*

#### The students use text and visual language features to identify and track information.

- They use the headings to clarify what each section is about.
- They use the photographs and captions to build their understanding, for example, of how a bailer shell might have been used.
- They draw on their knowledge of past-tense and present-tense verbs and attend to indicators of time to help distinguish between past and present uses of shells.
- They notice supporting information in parentheses.

#### They make connections between information in the article and their prior knowledge to make inferences.

- On page 10, they make connections to the previous article to build their understanding of pāua, pearls, and mother of pearl.
- On page 13, they infer from references to "calling", "sending messages", and "sounding warnings" why the pūtātara is thought of as having a "voice".
- They make connections between both articles and their own ideas about shells to infer why people might choose to use shells in these ways and why collectors might find shells so interesting.
- They infer from the photograph of the Flutey house how much Fred and Myrtle must have loved pāua shells.

#### They ask questions and look for or think about possible answers.

- For example, they might wonder about:
  - how people make jewellery out of shells
  - why people still choose to use mussel shells for scraping flax
  - whether shells are still used as money
  - how to become a shell collector

#### They demonstrate self-monitoring and problem solving.


- They use a range of word-solving strategies, for example:
  - they break unfamiliar words into chunks
  - they search for clues when meaning is unclear, for example, they use the photograph and the words "shiny" and "attract" and make connections to their knowledge of fish-hooks to help clarify the meaning of "lure".
- They reread and check punctuation and linking words to clarify meaning, for example: "Shells are important for the creatures that live in them, but once those creatures [the creatures that live in the shells] have finished with them [the shells], shells can be very important for people too."
- They mark words or phrases they are not sure of or aspects of interest to come back to later.

### Deliberate acts of teaching

*Examples of how you can support individual students (if needed).*

- Remind the students of strategies they can use for solving unfamiliar words (for example, looking for the biggest known word chunk and applying their knowledge of letters, sounds, and word structure) and for clarifying meaning (rereading or reading on, searching for key words, checking for examples in the text or photographs, and/or making connections to the pre-reading discussion). If necessary, provide specific support, for example, with the pronunciation of some of the proper nouns.
- Reassure the students that when reading non-fiction, they may sometimes need to read more slowly, reread parts, and/or check aspects such as photographs or captions to build their understanding.

### Discussing and rereading the text

You can revisit this article several times, providing opportunities for the students to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions according to your students' needs and responses to the reading. Some of the suggestions overlap, and several can be explored further as after-reading activities.  For some suggestions, you may find it helpful to project the PDF of the article so that you can zoom in on relevant sections.

- Remind the students of the reading purpose. *What have you found out about how people use shells?* Encourage the students to share any personal connections. If you recorded students' ideas before reading, have them review them now, using evidence from the article.
- Prompt the students to think critically about why shells are important to people, drawing on their own opinions as well as information in the article. You might also use a PMI chart to examine the advantages and disadvantages of using shells in the ways described, for example, as money.
- Have the students reread the article, stopping to discuss points of interest, including aspects they have marked with sticky notes. For example:
  - questions they thought of as they were reading. Explain that reading non-fiction often leads on to asking (and researching) further questions. Discuss ways of finding answers to questions that are not answered in the article. (Page 5 of this TSM has information about the country of origin of some of the shell objects.)
  - new words they noticed. Together, discuss their meanings and how they are supported in the text.

- the structure of the report: the introduction, which lists the ways people use shells, followed by sections about each use, and the conclusion (the pāua shell house as a memorable example of how important shells can be to people). Discuss how this structure helps the reader follow and understand the information.
- the ways people use shells. Have the students identify and discuss the examples under one or two of the headings, and prompt them to think of further examples. They could investigate this further as an after-reading activity.
- the precise descriptive language to help readers understand and visualise information, for example:
  - » noun phrases (such as “Cowrie shell ring”, “beautiful colours that shine in the light”, “Hei tiki with pāua shell eyes”) where it’s important to read on to get the full meaning
  - » the inverted commas for “voice” on page 13 to show that this is being used with an unusual meaning
  - » the supporting information in parentheses
  - » numerical references and qualifiers to describe quantities (“thousands”, “more than 1,170”, “over a million”, “some”, “several”)
  - » indicators of time and the use of past- and present-tense verbs. Support the students, particularly English language learners, to notice the difference in the verbs used to refer to past and present uses of shells.
- the use of pronouns to link ideas. Highlight some examples and support the students to match the pronouns with the relevant words or phrases as in the examples shown here: (“Pāua shell and mother of pearl (from oyster shells) have beautiful colours that shine in the light. They are often used to decorate objects.”; “Long ago in Aotearoa, Māori used shells to make fish-hooks. They also used shiny pieces of pāua shell as lures to attract fish.)
- how the students worked out (or tried to work out) unfamiliar words or phrases. Provide support as required. For example you could:
  - » model how to break multi-syllabic words, including te reo Māori, into smaller chunks
  - » remind the students that verbs such as “scrape” and “store” drop their final “e” before adding “ing” to help them work out words such as “scraping” and “storing” that may look quite different in this form
  - » draw attention to words that appear in several different forms. Support the students to create word families for one or two (for example, collect, collected, collecting, collector, collection) and use the words in oral sentences to clarify the differences in meaning.
- Note any aspects you might want to follow up on later, perhaps as a mini-lesson or as an after-reading activity. Also look for opportunities to model and discuss similar text features during shared writing.


## After reading: Practice and reinforcement

After-reading tasks should arise from your monitoring of the students’ needs during the lesson and provide purposeful practice and reinforcement. Where possible, make links to other texts, including texts generated by the students, and to the wider literacy programme (for example, oral language, writing, handwriting, and word games and activities) and other curriculum areas. **Select from and adapt** these suggestions, according to the needs of your students.

For English language learners, [SELLIPS](#) and [ELIP](#) also have ideas for purposeful and relevant tasks.

- Provide many opportunities for students to reread this article, “Seashells”, and other related texts. The students can build their comprehension and fluency by rereading the article while listening to the [audio version](#).

Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation, stress, and phrasing.

- Encourage the students to bring family objects (or photographs of objects) made of shells to school to talk about and display. Support them to create captions, using those in the article as a model. They could include the place of origin, if known. The students might also sketch the objects and add labels.
- If possible, invite a local expert in to talk to the whole class about using shells (for example, to scrape harakeke) or collecting shells.
- Support the students to find further examples of shells used as jewellery, decorations, tools, musical instruments, or money or to find out more about aspects of particular interest, such as Fred and Myrtle’s house, how to make shell jewellery, or how to start a shell collection.  The students could use Google Slides to share their findings.
- Build on the discussion after reading by having the students work in pairs to create a PMI chart for one of the uses of shells.

- The students could make a “beach buddy” or use shells to carry out another activity inspired by the examples in the article, such as decorating a box or, perhaps, the school garden.
- To reinforce knowledge of word structure, have the students complete word families. Provide an example to use as a model and also include some words that are not in the article (for example, “inspect”, “direct”, “operate”, “create”). Once completed, have the students compare their answers with a partner.

collect	collected	collecting	collection	collector
decorate				
attract				
inspect				
direct				
operate				
create				

- If necessary, provide a mini-lesson for students who need more practice in “unpacking” verbs where the final “e” has been replaced with “ing” (scrape –scraping; store –storing; use – using). Provide a list of “ing” verbs relevant to the article (for example, “making”, “shining”, “decorating”, “choosing”, “living”) and support the students to identify the root words. Consolidate the learning by having the students use the “ing” words in sentences.

### **Origin of objects shown on pages 9, 10, 11, 13, and 14**

Page 9 – necklaces from Tuvalu (top left) and Sāmoa (top right); spoon from the Solomon Islands; trumpet from the Marquesas Islands

Page 10 – necklace from the Solomon Islands; earrings, cowrie shell ring, and hei tiki from Aotearoa New Zealand; figurehead from the Solomon Islands

Page 11 – card case, origin unknown; shell box from Australia; shell garden Aotearoa New Zealand

Page 13 – shaker from Nigeria; conch shell from Hawaii; pūtātara from Aotearoa New Zealand

Page 14 – strings of money from Papua New Guinea; cowrie shell money from ancient China