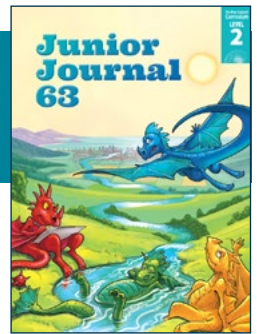


Water Worries

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Junior Journal 63
Level 2
Purple 2



The Learning Progression Frameworks (LPFs) describe significant signposts in reading and writing as ākonga develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

This teacher support material describes the opportunities in “Water Worries” for ākonga to develop this expertise.

Overview

This humorous play features the dragons from the Ready to Read shared book *Dragons! Dragons! Dragons!* Dora is now on the town council and helps solve a problem with the town water supply. In addition to providing opportunities for expressive, fluent oral

reading, this light-hearted play can be used to explore ideas about communities, such as mahi tahi – working together for a common purpose – and kaitiakitanga – guardianship of the community, its people and natural resources.

LPFs

- Making sense of text: using knowledge of text structure and features
- Reading for literary experience

Curriculum links

- English
- Social Sciences
- Health and PE
- The Arts

The New Zealand Curriculum

Key text features

“Water Worries” includes the following characteristics that help ākonga develop the reading behaviours expected at Purple and build their awareness of the features of different text forms.

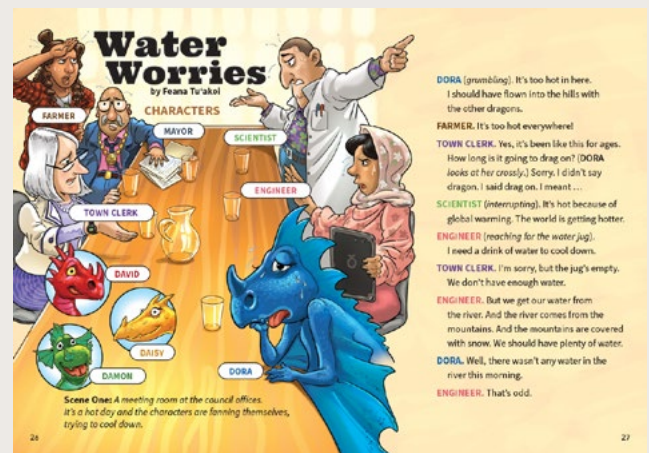
The format of the text as a play, which relies on dialogue and stage directions to tell the story and convey characterisation

Conventions such as coloured upper-case letters for character names and italics and the present tense for stage directions

A mix of explicit and implicit content that requires ākonga to make connections between information in the text and their prior knowledge to make predictions and inferences

A variety of sentence structures, including adverbial phrases in the stage directions, requiring ākonga to attend to punctuation and context to clarify the connections between ideas

Some possibly unfamiliar words and phrases, including noun phrases (for example, “Characters”, “Scene”, “Town Clerk”, “Engineer”, “Mayor”, “council offices”, “interrupting”, “global warming”, “wilting”, “scales”, “properly”, “drone”, “complaining”, “serious problem”, “solved”, “accidental”), requiring ākonga to use their processing systems



Language features that enable ākonga to apply and extend their vocabulary knowledge:

- alliteration in “Water Worries”, “wheat is wilting”, “dam of dragons”, the dragon names
- the town clerk’s accidental joke “drag on/dragon”
- words with silent letters (“Characters”, “Scientist”, “Scene”, “answer”, “through”) or unconventional spellings (“Mayor”, “Clerk”)
- frequent use of contractions in dialogue

Related Texts

Texts about helping others: *Helping at the Marae* (RTR Blue); *Isobel's Garden* (RTR Turquoise); *Duckling Palace, Guide Dogs* (RTR Purple); "Garden Angels" (JJ 59); "Getting the Message Across" (JJ 62)

Texts about town councils and community services: "Making a Road" (JJ 50); "The Competition" (JJ 59)

Humorous plays: "Lucky Dip" (JJ 40); "Frog School" (JJ 41); "Invisible" (JJ 47); "Kele's Car" (JJ 49); "Buried Treasure" (JJ 53); "Stop, Thief!" (JJ 55); "Professor Clever" (JJ 57); "The Competition" (JJ 59)

Possible reading purposes

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

- To find out what the "water worries" are and how the council tries to fix them
- To think about how people help communities run smoothly

Possible learning goals

What opportunities does this text provide for ākonga to learn more about how to "read, respond to, and think critically" about texts?

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

- **make connections** between their prior knowledge and information in the story to **make predictions and inferences**
- use information in the dialogue, the stage directions, and the illustrations to **visualise** and track events (**summarise**)
- **make inferences** about how the characters might act and speak
- **monitor** their reading and, when something is unclear, take action to solve the problem.



Sounds and Words



The Literacy Learning Progressions

Introducing the play

Use your knowledge of your ākonga to ensure that your introduction to the play builds or activates their prior knowledge and provides appropriate support for a successful first reading. Several options are provided below for you to **select from and adapt**. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

For English language learners, before the whole-group session, you could use the title, character list, and the illustrations to discuss the setting and context and introduce some of the vocabulary related to town councils and water supplies. You can find further information about features of texts that may need support at [ELLP](#).

- Expect ākonga to recognise the dragons in the page 26 illustration and to notice from the text layout that this is a play. Remind them that a play is a story told mostly through dialogue. Briefly review the features of a play: the character names (in capital letters) that show who is speaking and the stage directions (in italics) and illustrations that give extra information.

- Read the title and the characters' names. If necessary, explain what a town council is. Use the Scene One stage directions and the illustration to clarify the setting. Draw attention to the circles around David, Daisy, and Damon, which indicate they are not part of the main illustration. Expect ākonga to predict that they will appear later in the play.
- Encourage ākonga to predict (from the title and the information about the characters looking hot and fanning themselves) what the "water worries" might be. Explain that making predictions or asking themselves questions is a good way of helping to think about what they are reading.
- Together, set the reading purpose. Explain that you want ākonga to read the whole play themselves to find out what happens before any roles are assigned to individuals. Give ākonga sticky notes to mark aspects they might want to return to or discuss later.

Reading the play

For the first reading, encourage ākongā to read the whole play by themselves, intervening only if needed. Much of the processing ākongā do at this level is “inside their heads” and may not be obvious until the discussion afterwards. The initial focus should be on ākongā following and enjoying the storyline and identifying information relevant to the reading purpose. Allow for several sessions to read and discuss the text, to investigate other reading purposes, and to explore ideas and language features more deeply.

Reading behaviours to look for

Examples of the sorts of behaviours (often overlapping and developed over several readings) that will support ākongā to meet the reading purpose(s)

Ākongā use information in the text and illustrations to visualise and track events.

- They use the character names and the stage directions in parentheses to track who is speaking, what they are doing, and how they are feeling.
- They use the last three pieces of dialogue on page 27 to clarify how the town sources its water and the problem that it’s facing.
- On page 28, they use the information from the engineer to visualise the detail of the problem – not just a water shortage but a strange variation in the water level in the river.
- They notice the three stars at the end of page 29 to indicate the end of this phase of the play (Scene One) and on page 30, they use the illustrations and the Scene Two stage directions to confirm that there has been a shift in time and place and that the other three dragons are now part of the story.
- On page 31, they notice the key sentence “That’s the answer to the problem” and use the illustration and Dora’s explanation to clarify their understanding.

They make connections between their prior knowledge and information in the play to make predictions and inferences.

- They infer from the references to the impact of the water shortage (“for ages”, “how long”, “drag on”, “getting worse”) that the problem has been happening for a while.
- They make connections between the examples on page 28 and their own experiences of water to visualise the impact of the water shortages.

- They use the context of the sentences and their knowledge of spoken language to infer that the words in bold print (“isn’t”, “love”, “course”) should be spoken with emphasis.
- On page 28, they use the engineer’s information about the river not drying up to wonder about or predict the answer to the farmer’s question.
- On page 29 when Dora mentions flying into the hills to talk to the other dragons, they make a connection to the separate illustrations of David, Daisy, and Damon on page 26 and make a further prediction that Dora’s idea will be significant in the story (rather than the ideas of the scientist and engineer).

They demonstrate self-monitoring and problem solving.

- They use a range of word-solving strategies. For example, they:
 - break words into chunks or syllables and rerun the phrase or sentence containing the word to check it makes sense
 - use the illustration of the wheat on pages 28–29 and the context of the sentence to infer the meaning of “wilting”
 - use their knowledge of the varied sounds “c” can have to help solve “council”, “accidental”, “notice”
 - draw on their knowledge of spoken language to work out the meaning of the less common contractions.
- They mark words, phrases, and ideas they want to come back to.

You can find further information about the reading behaviours that English Language Learners need to develop proficiency with at this stage, on the [ELLP Pathway](#).

Deliberate acts of teaching

How you can support individual ākongā (if needed)

- Remind ākongā of strategies they can use for word solving (for example, looking for the biggest known word chunk; applying their knowledge of letters, sounds, and word structure) and for clarifying meaning (rereading or reading on, referring to the illustrations, and thinking about the overall meaning of the sentence). If necessary, provide explicit support, for example, with the pronunciation of “Mayor” and “Clerk”.

Thinking, talking, rereading

You can revisit this text several times, providing opportunities for ākongā to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions. Some 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 play so that you can zoom in on relevant sections.

- Enjoy ākongā responses to the play. They could think, pair, share their favourite parts. If necessary, clarify what a dam is. Remind ākongā of the reading purpose and, together summarise what they found out.
- Prompt ākongā to make connections to the shared book and discuss how the dragons have settled into the community, with Dora now being on the town council.
- Remind the students of the deeper reading purpose – to think about what is needed to help a community run smoothly.
 - Discuss town councils and the sorts of services they provide. *What would it be like if these things didn’t happen?* For example, if there were no rubbish collection or town water supply, footpaths were not maintained, there were no libraries or parks, and so on. (You could make a connection to the humorous play, “The Competition” in *JJ* 59, where the council, citizens, and superheroes work together to solve a problem with rubbish.)

- Clarify that a town council is made up of people who have been elected by their local community. *Why might people (or dragons) want to be on a town council?* Make connections to the theme of mahi tahi and kaitiakitanga (in this case, the need to protect a town's water supply).
- Make connections to the “Volunteers” and “Kūmara – Behind the Scenes” articles to further explore how people work together to help a community run smoothly. Feed in and encourage ākongā to use relevant topic vocabulary they may have come across when reading “Volunteers” (for example, volunteers, local council, environment, organisation, community, action, council meetings, government, committee, support, future).
- Have ākongā reread the play, stopping to discuss points of interest including aspects they have marked with sticky notes. For example:
 - the examples on pages 27 and 28 of the impact of the water worries
 - predictions and inferences ākongā made or changed as they were reading. Discuss the characters' ideas on page 29. *What did you think was the most likely reason?* Prompt ākongā to notice that both the engineer and Dora's ideas involved finding out more before they decided what to do.
 - how alliteration sounds good to read aloud
 - clues in the text and the illustrations about how the characters might act and speak. Encourage ākongā to read sections of dialogue and act out the accompanying stage directions (for example, “grumbling”, “looks at her crossly”, “interrupting”, “reaching for the water jug”). You could draw attention to the use of the present tense for the stage directions. Explain that they are describing what the characters are doing at the same time as they are talking (like instructions for ākongā to help them perform the play), but they are not meant to be read aloud. Follow up by having ākongā read the whole play aloud, taking the roles of the various characters. You can provide extra support by reading along with them, modelling intonation and phrasing.

Building language knowledge

As ākongā reread and discuss the article, note opportunities for explicit instruction and to explore language features in more detail. For example:

- how ākongā worked out new vocabulary (or tried to)
- words with silent letters (“Characters”, “Scientist”, “Scene”, “answer”, “through”) or unusual spellings (for example, “Mayor”, “Clerk”). You could draw attention to the variety of sounds for “c” in “council”, “accidental”, “notice”
- the different sounds for “one” in “drone” and “none” or the less common sound for “ar” in “sharing”. Write the root word “share” and remind ākongā of the need to drop the final “e” when adding “ing”. Work through some other similar examples (“care”, “stare”, “dare”)
- the frequent use of contractions to make the dialogue sound more natural. Remind ākongā of the need to think about the overall meaning and structure of the sentence to work out less common examples, such as “They're”, “river's”, “There's”, “what's”, “water's”, “We'll”, “You're”.

- Provide many opportunities for ākongā to reread this play and to read other related texts.
- Ākongā can build their comprehension and fluency by rereading the play while listening to the audio version, which provides a model of how readers can interpret and perform a play for an audience.

Rereading plays is of particular benefit to English language learners because, as with the audio version, it provides opportunities to learn about and practise the prosodic features of English, such as intonation and phrasing.

- Encourage ākongā to perform the play. They could record their performance on a phone or tablet or on the school's sharing platform.

For English language learners, [SELLIPS](#) and the [Teaching Strategies](#) section of [ESOL Online](#) also have ideas for purposeful and relevant tasks.