

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

Dimitri's Lunch by Dina Viatos; illustrated by Philip Webb

This text is levelled at *Turquoise 2*.

This narrative describes Dimitri's dilemma when his friend Kit makes fun of him for eating feta cheese sandwiches at school. With gentle support from Mum and a little help from circumstances, Dimitri eventually manages to resolve the problem.

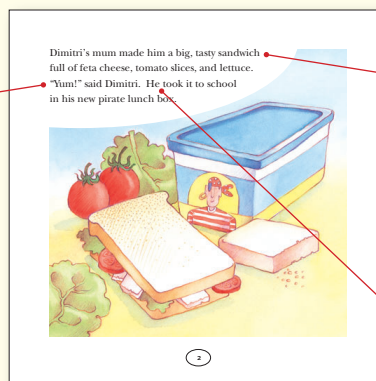
The feelings of the characters are conveyed primarily through dialogue and illustrations, requiring students to use a mix of explicit and implicit information to make meaning. The clear narrative structure and the use of time connectives (for example, "The next day", "At lunchtime", "After school", "Soon") provide supports for the reader.

This text encourages readers to think critically about feelings and relationships, to respect other people's everyday cultural

practices, and to find ways to face and solve problems. Some students will be familiar with being new to school in New Zealand and may be able to link this text to personal experiences.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may occur during the first or subsequent readings and discussions.

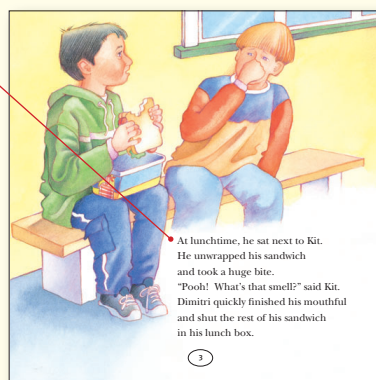
The student can use clues in the text to infer Dimitri's feelings. The student notices the adjectives "big" and "tasty" and the exclamation "Yum!" to infer that Dimitri likes feta sandwiches for lunch.



The student draws from a range of word-solving strategies to work out unfamiliar words. For example, they may identify chunks within the words "sand-wich" and "to-ma-to" and use syntax, the overall meaning of the sentence, and/or the illustration to confirm word meanings.

The student notices and uses the time connective "At lunchtime" to follow the sequence of time.

The student can use the clues in the final sentence and the illustration to infer Dimitri's embarrassment.



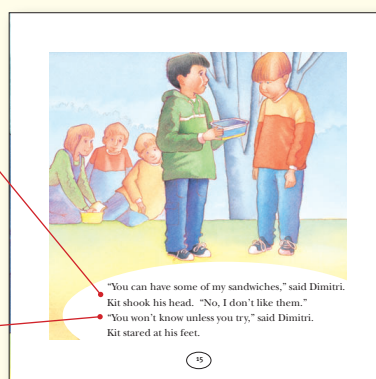
The student can identify that the pronouns "he" and "his" refer to Dimitri.

The student is keen to share their opinions about the events in the text as they unfold.

During discussion after the reading, the student can make connections between the text and their own experiences and express an opinion about why the author wrote this text.

The student can use multiple sources of information (grapho-phonetic information, syntax, meaning, and their knowledge of oral language) to work out less familiar irregular past-tense verbs (for example, "brought" [page 6], "burst" [page 14], "shook" [page 15]).

The student notices that Dimitri is using the same phrase as Mum ("You won't know unless you try") and can make a prediction about what Kit will do.



In a discussion after the reading, the student can identify some parts of the text (including illustrations) that helped them to make inferences about how Dimitri (or Kit) was feeling.

When reading parts of the text aloud, for example, when rereading with a partner or using the text for Readers' Theatre, the student's phrasing and intonation indicate that they are using punctuation, syntax, and context to make meaning.