

Introduction

Why do we read? To satisfy curiosity? To develop deeper understandings? To gain specific information – or simply for enjoyment and entertainment?

These teachers' notes are intended to help you to support your students in achieving all of these purposes using the *School Journal*. They provide detailed suggestions for using the Journals in your class reading programme.

The notes should be used alongside *The Essential School Journal*, *Effective Literacy Practice in Years 1 to 4*, *Effective Literacy Practice in Years 5 to 8*, and *Guided Reading: Years 1–4*.

The Teaching Approaches

A classroom reading programme uses a variety of approaches, including:

•	reading to students
•	reading with students
•	reading by students.

These notes include ideas for using *School Journal* material for all these approaches, with a particular emphasis on guided reading.

For information on deciding which approach to use with a particular Journal item for particular students, see *The Essential School Journal*, pages 12–15, and *Effective Literacy Practice in Years 1 to 4*, pages 91–102.

Guided Reading

Guided reading is at the heart of the instructional reading programme. In this approach, teachers work with a small group of students to guide them purposefully through a text, supporting the students' use of appropriate reading strategies.

The teacher will have identified the particular needs of the students through ongoing assessment, including discussion and observation during previous reading sessions.

Guided reading involves:

•	selecting a teaching purpose based on the needs of the students
•	selecting a text that has features that link closely to the teaching purpose, appropriate supports and challenges, and content that will interest and engage the students
•	introducing the text and sharing the teaching purpose and learning outcomes with the students
•	reading and responding to the text
•	focusing on the use of particular reading strategies or on particular aspects of the text, according to the purpose of the session
•	discussing the text and, where appropriate, doing follow-up tasks.

These notes include information about:

•	a suggested purpose for the reading
•	features of the text that make it appropriate for teaching particular strategies or language features
•	possible discussion points, learning experiences, and follow-up tasks, where these are appropriate.

Questions for teachers are included as prompts under the main headings. For most texts, a range of teaching purposes could be selected. In most cases, these notes will highlight one teaching purpose (shown in bold type) for each text, but they will also list other possible purposes for which the text could be used.

In concentrating on these specific purposes, it is important not to lose sight of the bigger picture – the

meaning of the text for its readers and their enjoyment of the reading experience.

Developing Comprehension Strategies

Reading is about constructing meaning from text. Using a guided or shared reading approach provides an ideal context in which to teach comprehension strategies, for example:

•	making connections
•	forming and testing hypotheses about texts
•	asking questions
•	creating mental images or visualising
•	inferring
•	identifying the writer's purpose and point of view
•	identifying the main idea
•	summarising
•	analysing and synthesising
•	evaluating ideas and information.

The notes suggest ways to develop these and other strategies. For updated information about comprehension strategies, see *Effective Literacy Practice in Years 5 to 8*, pages 141–151.

Introducing the Text

The introduction should be relatively brief. It should:

•	make links with the students' prior knowledge (both of context and of text form) and motivate them to read
•	highlight selected features of the text
•	introduce in conversation any unfamiliar names or potentially difficult concepts
•	share the purpose for the reading with the students.

Reading and Responding

Some texts can be read straight through; others will need to be broken up with breaks for discussion. While the students are reading the text silently, you can observe their reading behaviour and help any students who are struggling. You could encourage your students to identify (for example, with paper clips or self-adhesive notes) any words that cause difficulty.

Discussing the Text (after the reading)

This should be brief (a maximum of ten or fifteen minutes) and should not be a simple “question and answer” session. Encourage focused conversations to extend students' comprehension and critical thinking. Use questions and prompts to probe their understandings. Ask the students to justify and clarify their ideas, drawing on evidence from the text.

Be aware that some question forms, especially those that use modal verbs such as “might”, “could”, or “would”, may pose additional challenges for ESOL students.

You can also explore (and enjoy) vocabulary and text features in greater detail or look at words that have caused difficulty for the group. These notes list some words that have challenged students when the material has been trialled. You should not assume, however, that these same words will challenge your own students. Talk about strategies the students could (or did) use, such as chunking longer words and noting similarities to known words (to help them decode) or rerunning text and looking for clues in the surrounding text (to clarify meaning).

This is also a good time to look closely at language features if these are a focus for the lesson. For example, you could discuss such features as alliteration or the use of similes or metaphors, and you could take the opportunity to expand students' own written vocabulary by discussing interesting verbs or

adjectives and synonyms for commonly used words.

Where appropriate, you may decide to select follow-up tasks.

Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use *Journal Surf* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

•	the students' prior knowledge, interests, and experiences
•	the complexity of the concepts in the item
•	the complexity of the style
•	the complexity and length of the sentences
•	any specialised vocabulary
•	the length of the item
•	the density of the text and its layout
•	the structure of the text
•	the support given by any illustrations and diagrams
•	the demands of the task that the students are being asked to undertake.

It is important to remember that most of these points could constitute either supports or challenges for particular students, and you should consider all of these aspects when selecting the text and the approach to be used.

These notes give further information about some of the potential supports and challenges in particular *School Journal* items. They include information gathered through trialling the items with groups of students.

Overview

This special edition of the *School Journal* celebrates the Journal's first one hundred years. Together, the items demonstrate the way the history of the Journal interweaves and connects with that of diverse people and communities throughout New Zealand and across the world. There is an underlying message that by looking to the past, people can understand their present and use this knowledge to plan for the future.

This edition of the *School Journal* also has links with special centenary editions of the other three parts of the Journal. Each of them has a timeline with a different selection of significant historic events over the Journal's first century. A poster incorporating elements of these timelines and accompanied by teachers' notes will be sent free to all schools (poster item no. 31980). There are also links with *A Nest of Singing Birds: 100 years of the New Zealand School Journal* by Gregory O'Brien, a book that celebrates the literary and artistic history of the Journal. A copy of this book will be sent free to all schools, and it will also be available for general sale.

You can use this Journal in many ways. Its primary purpose, as always, is to foster children's love of reading, to support them as they learn to make meaning and think critically when reading, and to stimulate learning in a variety of other subjects. This Journal has especially strong connections to social studies and, in particular, to the strand of Time, Continuity, and Change. We hope that it will be a springboard for historical inquiry, especially into the students' own family and community histories.

While reading these items, the students will encounter ideas, concepts, and historical language that may be unfamiliar and that will stimulate many questions. You may find that, initially, they need quite a bit of support as they engage with the items in this Journal, but this need should lessen as they become more familiar with the key concepts. By providing opportunities for the students to follow up on their questions and ideas, you can engage them in rich and meaningful learning that may encompass several learning areas.

ISBN:978 0 7903 1423 5

Family Treasures

by various authors

From *School Journal*, Part 1, Number 3, 2007

Overview

Children from a variety of cultural backgrounds talk about items that are important to their families – from a Māori taonga to an old pie tin.

You could explore this article in various ways, either in one session or over two or three. The text offers numerous opportunities for making connections, so let the students lead your explorations as much as possible.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

•	To support the students in developing the comprehension strategies of making connections, identifying the main idea , and inferring.
•	To explore and share family treasures.

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

•	The structure, which comprises seven separate “stories” from children about family treasures
•	The common theme (main idea) of family treasures
•	The question in the first paragraph, which engages the reader
•	The personal voice and natural language of each story
•	The use of past and present tenses
•	The multicultural perspectives
•	The use of languages other than English, including the various terms for family members
•	The use of photographs that convey meaning as well as illustrating the article
•	The simile for the stove – “like a tall black chimney with lots of little doors”
•	The footnotes.

Readability

Noun frequency level: 8.5–9.5 years

What aspects relating to this text might constitute challenges for my students?

•	The non-English words, including the references to other countries
•	The concept of history, for example, what a great-great-nana is and when 1901 was in relation to the present
•	The expression “if she had a penny for every pie she had cooked, she would be very rich”
•	Particular words and concepts, including “taonga”, “Ngāti Porou”, “Govind”, “wedding sari”, “Le Quesne” (pronounced Le Cain), “Jeppesen”, “container ship”.

What prior knowledge would support my students in reading this text?

•	Their familiarity with family stories and whakapapa (genealogies)
•	Their knowledge of other countries and of how New Zealand society is made up of people from different cultures.

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

•	use what I know about families and treasures to help me understand the article;
•	identify the ideas that the stories have in common and discuss the main idea of the article as a whole;
•	find clues in the text that help me understand what family treasures mean to people;
•	relate the ideas in the text to my own life and use them to help me identify a treasure in my family.

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

•	Discuss what the word “treasure” means. “What about a ‘family treasure’?” Brainstorm some ideas on the board. “Do you have any family treasures?” You could discuss what “taonga” means at this point or when you arrive at the relevant text. (Making connections)
•	You may want to use a map with students to locate some of the countries in the article and/or review how footnotes work. (Making connections)
•	Clarify the learning outcome(s) with the students.

During reading

•	Read the title and the introduction. Notice what the text says about family treasures, highlighting the link with history. “We’re going to read stories from seven children about their family treasures. While you read, think about <i>what</i> the treasure is and <i>why</i> it is a treasure.” (Identifying the main idea)
•	We suggest that you let your students enjoy the text with little interruption for the first reading so they can get a feeling for the main ideas. On the second reading, you could create a T-chart on the board summarising what each treasure is and why it is a treasure. Below are other questions you could explore during second or third readings. (Summarising; identifying the main idea)
•	Rupuha Paku-Kaa: If necessary, confirm that Ngāti Porou is an iwi from the East Cape region and clarify how to pronounce it. “What is a taonga? Is it the same as a family treasure? Why or why not?” Notice that the concept of family here includes the wider iwi. “I wonder why Rupuha can’t wear the taonga all the time. What do you think?” Discuss the significance of kapa haka, for example, in upholding tradition. (Evaluating; making connections; inferring)
•	Latisha Baker: Briefly discuss the responsibility involved in looking after a family treasure. “How do you think Latisha will look after the ili? Will she use it? Why will she only receive it when she’s older? Would you like to have this sort of responsibility?” (Inferring; making connections)
•	Leo Gaynor: “Why does Leo consider a scratched old pie tin a treasure?” Look at what Granny Hilda used to say (about having a penny for every pie she had cooked) and clarify the meaning of the expression if necessary. Elicit the idea of treasures having stories behind them – or of the story itself being another type of treasure. The students may also want to discuss the relative values of treasures and the fact that a treasure does not need to have monetary value. (Inferring; identifying the main idea)
•	Nikita Govind: “Why do you think Nikita’s great-grandmother chose the wedding sari as one of the few items she could bring to New Zealand?” Link this idea with why the sari is now a family treasure. (Inferring; identifying the main idea)

ISBN: 978-0-7903-1431-5
<ul style="list-style-type: none"> • Zac Le Quesne: Discuss the concept of treasures being handed down and draw out the connection between luck and treasures. You could also make connections with pounamu – the “New Zealand jade” that many Māori taonga are made from. (Identifying the main idea; making connections) • Josh Le Quesne: “What is the treasure here, and why is it special?” Briefly discuss the significance of the war and the fact that the great-great-uncle died at eighteen – while of high-school age. “There might be another treasure here. What could it be?” Discuss how the name “Josh” is in itself a type of treasure. You could ask whether any of the students’ relatives fought in a war and whether they left behind special items – or names. (Identifying the main idea; making connections) • Tessa Jeppesen: “How big do you think the stove is? What tells you that?” Look at the final sentence. “Why might the family use the stove instead of a modern heater?” Discuss the possible double meaning of “keeping warm” (implying both physical and emotional warmth). (Inferring)

After reading

<ul style="list-style-type: none"> • Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out. • Revisit your earlier discussion about what treasures are. Then look at your summary chart. Use this to draw out the main ideas from the stories and to develop a group/class definition of a treasure. Concepts could include that: <ul style="list-style-type: none"> – people of all cultures have family treasures – treasures are different for different people – treasures don’t need to have monetary value – treasures can be handed down from generation to generation – treasures can tell stories from the past – treasures don’t have to be things you can touch; they can be stories or names – people have to look after their treasures – some people believe that treasures bring good luck. (Summarising; identifying the main idea) • The students could form their own opinions about the treasures in the text or make comparisons between them. For example, they could decide which, if any, of the treasures they think it would be OK to use. (Evaluating; making connections) • “Where do we keep treasures (apart from in families or iwi)?” Discuss the role of museums and other cultural organisations. (Making connections) • Draw comparisons with other items in this Journal, including “In a Hundred Years’ Time” (how the world changes over time) and “Helping to Win the War” (the treasure of Te Rau Aroha), or with other <i>School Journal</i> items, for example, the poem “Pāua” by Nadia Moon, SJ 1.3.05. (Making connections) • Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

<ul style="list-style-type: none"> • The students could write a letter to family/ whānau members explaining what they think a treasure is and asking about any family treasures. If possible, have them bring a treasure to class and explain why it is precious to their family. (Making connections) • Visit Te Papa or a local museum to explore the treasures on display and their associated stories. (Making connections) • “I wonder what people will consider to be treasures in the future. What would your treasure be?” Create a time capsule that contains the students’ treasures or their descriptions of them.
--

Helping to Win the War

by Dick Grace

From *School Journal*, Part 1, Number 3, 2007

Overview

In this evocative memoir, Dick Grace recounts life as a schoolboy in an East Coast Māori settlement during the Second World War. He recalls how the community contributed to the war effort by raising money for *Te Rau Aroha*, a canteen truck for the Māori Battalion, now housed in the Army Museum at Waiouru.

We suggest that you use this text after reading and working with “Family Treasures” from this same Journal.

Suggested Teaching Purpose

Based on the information I have about my students’ learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

•	To support the students in developing the comprehension strategies of making connections , asking questions, inferring, and identifying the author’s purpose and point of view.
•	To explore the impact of the Second World War on New Zealanders.

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

•	The memoir (recount) genre – an older person talking about the past
•	The themes of national treasures and community contribution or spirit
•	The Māori context
•	The italicised introduction
•	The use of the past tense
•	The indicators of time, for example, “I remember”, “During”, “After”, “One day”, “About a year after”, “When”
•	The subtle humour, for example, “They gave me blisters”
•	The place names
•	The footnote.

Readability

Noun frequency level: 8.5–9.5 years

What aspects relating to this text might constitute challenges for my students?

•	The shift in tone and focus from the introduction to the main text
•	The concept of people going away to war
•	The countries mentioned – their location and the role they played in the war
•	Particular words and concepts, including “28th (Māori) Battalion”, “Middle East”, “went short of food”, “canteen truck”, “ <i>Te Rau Aroha</i> ” (Leaf of Love), “Tuparoa Native School”, “Home Guard”, “food parcel”, “Pearl Harbour”, “evacuation drill”, “plantation”, “biplane”, “Gisborne Aero Club”.

What prior knowledge would support my students in reading this text?

- | | |
|---|--|
| • | Their familiarity with stories of the Second World War (including those from grandparents, movies, or books) |
| • | Their involvement in school or community projects, especially for people in need. |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- | | |
|---|--|
| • | make connections with my own life and my knowledge of war to help me understand the text; |
| • | ask questions about the text and look for answers during and after reading; |
| • | find clues in the text about how New Zealanders felt about, and were affected by, the war; |
| • | discuss the author's reasons for writing this article and his point of view about the events he describes. |

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

- | | |
|---|--|
| • | Write on the board some of the key vocabulary from the text, for example, "Māori Battalion", "Home Guard", "Pearl Harbour", "evacuation drill", "biplane", "soldiers", "rifles". Ask for ideas about possible connections between the words and have the students share their knowledge about what any of the terms mean. Clarify the meanings if necessary. (Making connections; forming hypotheses; inferring) |
| • | Read the title aloud. Briefly discuss the students' knowledge and opinions about war. "Who or what do you think helps to win wars? How can ordinary people (other than soldiers) play a part?" Encourage them to think about the ways that families and friends can support the soldiers who go away to fight in a war. (Making connections) |
| • | You may want to review how footnotes work. (Making connections) |
| • | Clarify the learning outcome(s) with the students. |

During reading

- | | |
|---|---|
| • | The introduction could be challenging for some students, so you may want to read it to them and come back to it after reading the recount. Guide the students to work out that the story will be a recount because the writer, Dick Grace, recalls his life as a schoolboy in a Māori settlement during the war and describes how his community helped to raise the money to buy a truck for the Māori Battalion. |
| • | The text has a lot of information that may interest students in various ways. If they show an interest in particular aspects, let them lead your exploration as much as possible. |
| • | "If you have any questions as we read, note them down so that we can look for answers or explore them later." (Asking questions) |
| • | Have the students read to "the top of the milk" (page 21). "How would you describe life in the village? How might it be different today?" (Making connections) |
| • | Model asking questions to deepen understanding, for example, by thinking aloud: "The author says the whānau were poor, but they never went short of food. I'm wondering what he means. What things show that the whānau were poor?" "In what ways were they rich?" (Asking questions; inferring) |
| • | Ask the students to read on to "so we took turns" (page 22). "What questions do you have about how life changed after the war began? For example, what did the children do at school and why?" "What do you think was in the food parcels that went to the soldiers?" "Why didn't the vegetables go to them directly?" (Asking questions; inferring) |

•	You could also ask the students to use questioning as they think about why “No one wanted to be the enemy”. Their questions may lead into a brief discussion of what life might have been like for the soldiers in the real war as opposed to in the children’s war games. (Asking questions; inferring; making connections)
•	Have the students read to “out for a practice flight” (page 23). “How else did the war affect life? Why do you think the school had evacuation drills? Why were people afraid of Japan?” (Background information: After bombing Pearl Harbour, Japan occupied much of South-east Asia and the Pacific, and people feared Australia and New Zealand would be next.) “How do you think the children felt when they were lying in the plantation?” “What sort of plane might they have been imagining?” (Asking questions; inferring; making connections)
•	Ask the students to read to the end. “Has anyone visited the Army Museum at Waiouru? If so, do you remember seeing <i>Te Rau Aroha</i> ? What was it like?” (Making connections)

After reading

•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	“What do you think the author, Dick Grace, thinks about the contribution he and his community made to <i>Te Rau Aroha</i> ?” “What in the text tells you this?” If necessary, direct the students’ attention to the title and to the final sentence of the recount: “It was only then that we realised that we might have played a part in helping to win the Second World War.” Ask for ideas on what exactly made the children realise that <i>Te Rau Aroha</i> might have helped. (Identifying the author’s point of view)
•	“What do you think about the community raising money for the truck?” “Do you think it helped? Was it a good thing to do? Why or why not?” You could discuss community activities, including fund-raising that the students are involved in or know about. (Evaluating; making connections)
•	“What did <i>Te Rau Aroha</i> mean to the soldiers? Were they thankful for the gift? How do you know?” Highlight that they drove around New Zealand thanking people. (Inferring)
•	Ask the students for ideas on why <i>Te Rau Aroha</i> has been kept and is now cared for in a museum. Draw comparisons with other content in this Journal, particularly “Family Treasures” (items that tell stories of the past) and/or “The Journal’s Century” (important events of the past hundred years). (Making connections)
•	Refer to the section that focuses on the evacuation drill. Discuss what threats we face today in schools (for example, earthquakes, fires) and the ways we keep ourselves safe. (Making connections)
•	Discuss any questions the students still have about the text and clarify which questions may or may not have answers that they could find themselves. Discuss some of the ways they could find out the answers. As part of this, you might want to locate the places named in the text on a world map. (Asking questions)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	The students could research a topic from the text that interests them, for example, the Māori Battalion, Pearl Harbour, or the impact of the war on New Zealanders. Work with the students to devise questions that could guide their research. (Asking questions)
•	Have the students write comparisons between life in Dick Grace’s village and life in their own communities. (Making connections)

In a Hundred Years' Time

by Brittany Louise Dick

From *School Journal*, Part 1, Number 3, 2007

Overview

Robot butlers, simulated windows, zuperlifts, and teleporters ... This futuristic slice of life was one of the winners in the students' writing competition for the centenary issue of the *School Journal*. It provides plenty of scope for discussion and interpretation.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | |
|--|
| <ul style="list-style-type: none">To support the students in developing the comprehension strategies of making connections, creating mental images or visualising, inferring (word meanings), and evaluating ideas and information. |
|--|

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | |
|--|
| <ul style="list-style-type: none">The science-fiction genre and vocabulary, for example, "Zuperlift 9000", "teleporter"The slice-of-life format, which launches straight into the action and focuses on a limited number of characters, contexts, and eventsThe presentation of familiar routines (getting up, dressing, having breakfast, and going to school) in a futuristic context and the related ideas about how the world will be in the futureThe vivid verbs – "flung", "trudged", "burst", "blazing"The onomatopoeia – "ZAP", "WHOOSH"The simile – "as wide as a tunnel"The expressions – "hey presto", "with seconds to spare"The use of dialogueThe absence of parents, siblings, or any other human characters in the storyThe final sentence, which suggests a possible judgment by the author (or by the narrator?).The note about the author on the inside front cover. |
|--|

Readability

Noun frequency level: 9–10 years

What aspects relating to this text might constitute challenges for my students?

- | |
|--|
| <ul style="list-style-type: none">The reference to "a hundred years ago" on page 10, which relies on an understanding that it means 2007Particular words and concepts, including "butler", "malfunctioned", "maximum", "trudged", "robotic", "enquired", "Zuperlift", "fiftieth", "simulated", "daily organiser cube", "hey presto", "flossed", "teleporter"The possessive apostrophe ("years'") in the title. |
|--|

What prior knowledge would support my students in reading this text?

- | |
|--|
| <ul style="list-style-type: none">Their experiences of getting ready for school in the morning |
|--|

- | | |
|---|--|
| • | Their familiarity with ideas about how the world may be in the future (including from television, movies, books, and people around them) |
| • | Their familiarity with science-fiction or fantasy genres. |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

- | | |
|---|---|
| • | use my own experiences, my ideas about the future, and my knowledge of science-fiction stories to help me to understand this story; |
| • | picture the scenes and actions that the story describes; |
| • | use my own word knowledge as well as clues in the text to help me understand the meanings of unfamiliar words; |
| • | give my opinion of the scenario of the future presented in the story. |

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

- | | |
|---|---|
| • | Read the title aloud. “What ideas do you have about how our everyday lives could be in the future?” “What things will probably stay the same? What things might change?” “How would you want your life to be?” Record the students’ ideas on the board. (Making connections) |
| • | “Tell me about your morning routines. What do you do? What and who helps you? How do you get to school?” Record the students’ ideas on the board. “This story is written by a girl of a similar age to you. She imagines her morning routines as if they were a hundred years from now.” (Making connections) |
| • | Clarify the learning outcome(s) with the students. |

During reading

- | | |
|---|--|
| • | You could read the entire story aloud the first time through and ask the students to close their eyes and picture the scenes in their minds. (Visualising) |
| • | Have the students read to “ready to eat”. Discuss ways of working out the meanings of unfamiliar words, especially by using the strategy of inferring. If necessary, model the way you would use your prior knowledge as well as clues in the text to infer the meaning of an unfamiliar word. The text contains clues for “butler” and “malfunctioned” in particular. (Inferring) |
| • | Ask the students to identify the morning routines described in the story so far and record them on the board. “I wonder if people will still have muffins for breakfast a hundred years from now. What do you think?” “What’s your impression of this scenario – does it sound good to you? Why or why not?” (Summarising; evaluating) |
| • | Have the students read to “ready to go”. Discuss possible meanings of “simulated window”, looking for clues in the text and drawing on their prior knowledge, for example, of simulation games. “Why do you think there is a simulated scene instead of a real one?” “Would the window always show the park scene? What word hints that it might not?” “What might it show on other days?” You may need to clarify that the park scene described is from our present (2007). (Inferring) |
| • | Have the students read to the end and record the rest of the routines on the board. “What do you think the daily organiser cube might be and look like? Can you find clues in the text?” (Summarising; inferring; visualising) |

•	To work out the meaning of “teleporter”, encourage the students to make connections with their own experiences (including other words that contain “tele”, for example, telephone, television, or telescope) and to look for text clues. “What would a teleporter do?” “Is it something you could see? If so, what might it look like?” (Visualising; inferring)
•	Establish that the narrator lives in a building of some sort. “Where do you think the building is? Why?” The students may have different ideas about this – it could be on Earth or on Mars. (Inferring)

After reading

•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	The students could compare their own routines with the ones in the story, drawing a Venn diagram to show similarities and differences. (Making connections)
•	Have the students brainstorm advantages and disadvantages of the two routines and say which they prefer and why. If the topic of the absent parents or siblings hasn’t come up, you may want to discuss this and what the students think of it. (Making connections; evaluating)
•	Focus on the last line. “Do you think the narrator enjoys life in 2107? Why or why not?” You could discuss the idea that while technology may change, human emotions will not. Routines are routines, no matter where or when they are. (Inferring)
•	Have the students consider the following words: “flung”, “trudged”, “ZAP!”, “burst”, “hey presto”, and “WHOOSH!” “What images or feelings do these words give you?” Note that most of them indicate speed. “Why might doing things fast be important in the future?” (Visualising; forming hypotheses)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	The students each could write an opinion stating what they think about the vision of the future that the story presents and why. They could argue that people today need to either aim towards that vision or steer away from it. (Evaluating)
•	Have the students write their own vision of the future, setting it in their neighbourhood. Emphasise that their vision can be totally different from that in the story.
•	Have the students draw a scene from the story (for example, the simulated window) or from their own vision of the future. (Visualising)

ISBN:978 0 7903 1423 5

The Journal's Century

From *School Journal*, Part 2, Number 2, 2007

Overview

The images and text in this timeline (and in similar timelines in the other centenary Journals) provide a brief overview of some selected events during the *School Journal's* one-hundred-year history. Selected Journal covers from each decade provide opportunities for discussing changes in design, layout, and illustration. A poster that brings together elements from each of these four timelines is being distributed free to all schools and is accompanied by teachers' notes (item no. 31980). The timelines are intended as springboards for rich discussion and learning in social studies as well as in English. In particular, you can use them to draw out the connections between events at the individual, local, national, and global levels and between the past, present, and future.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

•	To support the students in developing the comprehension strategies of making connections , asking questions, summarising, identifying the main ideas, or evaluating
•	To encourage students to conduct further research about events over the past hundred years and to use their findings to construct their own timelines.

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

•	The presentation of the events and <i>School Journal</i> covers in a timeline, set out in decades
•	The invitation to readers to find out more about the events and places described, conduct further research, and make up their own timelines
•	The interesting and eclectic range of events selected for the timeline that suggest connections, raise questions, and promote discussion
•	The balance between national and international events and between different kinds of event
•	The large amount of information presented in summary form
•	The illustrations, which support and add information to the text
•	The variety of images and design styles represented in the Journal covers
•	The use of shortened sentences and the continuous present tense.

Potential activities

This section is intended as a launching pad for other ideas that might come from the students as well as from the teacher. The following activities are suggested starters.

Students could:

•	Compare this timeline with those in the other centenary Journals and on the poster. Discuss any other events they think should have been included in the Journal timelines, and work out the criteria they think were used to choose events for the timeline in this Journal.
•	Discuss the difference between events that take place on a personal, local, national, or global scale. Draw out the links between these levels. Then discuss what they would include in a timeline focused on the first ten years of their lives.
•	On the classroom wall, build up a timeline of interesting or important national events. Annotate it with the titles of <i>School Journal</i> items they have read that relate to some of those events.

•	Read <i>School Journal</i> items related to the events in this Journal’s timeline, for example, “Te Horetā’s Nail” by Janet McCallum, SJ 2.1.97, “Game On” by Trish Puharich, SJ 1.1.06, and “Tampa Story” by Hussain and Sakina Ewazi, JYPW 2003.
•	Compile the interview questions they would ask someone who has been involved in one of the events on this timeline and perhaps follow up by inviting someone to speak to the class.
•	Decide on a theme and develop criteria for a timeline, for example, on sports, the arts, or children’s literature. Carry out some research and present the results in a timeline of their own.
•	Compare the images on the timeline of <i>School Journal</i> covers from the past hundred years with other covers and illustrations that appear in <i>A Nest of Singing Birds: 100 years of the New Zealand School Journal</i> by Gregory O’Brien (Learning Media, 2007). Discuss the changes they see in the images and what the reasons for those changes might be.
•	Take copies of the timeline home to their families as a starting point for deciding what they think are the two most important events of the last one hundred years. The class could collate the families’ choices and present them in a class timeline.
•	Choose an event that they would like to find out more about. Identify questions they would like answered, using, for example, the five Ws and one H structure (who, what, where, when, why, and how). These questions could provide a starting point for further enquiry.
•	Work in pairs on photocopied versions of the timeline. Use different-coloured highlighters to identify the things they know a lot about and the things they don’t know much about. Discuss whether they all know the same sorts of things and why this is.
•	Use resources such as Te Ara: The Encyclopedia of New Zealand to follow up points of interest. The website address is www.teara.govt.nz
•	Select an image that interests them. You could give them a photocopy of that image and ask them to look at it carefully to see what information it conveys. They could mount their photocopies on sheets of paper and annotate them with key points.
•	Read “Ninety-nine Not Out” before reading this timeline and discuss oral histories and what is important to families. Draw out the idea that individual people’s lives are closely linked with what happens in the wider communities of which they are part.
•	Work on a learning experience you have developed that is linked to the social studies exemplars (Ministry of Education, 2004). Many of these exemplars are relevant to this text, including Family Treasures: Part 2 and Here’s My History.
•	Conduct vocabulary work on sets of related words and their derivations such as “century”/ “cent”/“centimetre” and “commemorates”/ ”memory”/”memorial”.

ISBN:978 0 7903 1429 7

The Wassi

by Janice Leitch

From *School Journal*, Part 1, Number 3, 2007

Overview

The Wassi is on the loose, stealing everyone's birthdays. Can the children find him and get their birthdays back?

This lively play provides opportunities to discuss the characters' actions and the values on which they are based. Be aware that people of some cultures and religions do not recognise birthdays.

Suggested Teaching Purpose

Based on the information I have about my students' learning needs, what would be an appropriate teaching purpose for this session?

Examples of an appropriate teaching purpose are listed below.

- | |
|---|
| • To support the students in developing the comprehension strategies of making connections, forming and testing hypotheses , and evaluating ideas and information. |
|---|

Features of the Text to Consider in Context

What features of this text would make it appropriate for teaching particular strategies or language features?

- | |
|---|
| • The imaginary character of the Wassi |
| • The conventions of a play, for example, the characters' names in capital letters and stage directions in italics |
| • The play's structure, in which a problem is presented and a solution found |
| • The punctuation, which helps to guide expression, for example, exclamation marks, question marks and dashes (to indicate pauses). |
| • The informal language, especially the contractions, for example, "why's", "What's", "He's", "bag's", "I'll", "when's", "Let's" |
| • The repetition in some of the Wassi's speeches |
| • The relatively complex ending and the concept of the leap year. |

Readability

Noun frequency level: 7–8 years

What aspects relating to this text might constitute challenges for my students?

- | |
|--|
| • The idea of a birthday being a "thing" that can be stolen |
| • The ending, which relies on understanding the explanation of what a leap year is |
| • Particular words and concepts, including "Wassi", "miserable", "cautiously", "ashamed", "fishes it out", "twenty-ninth", "leap" (as in "leap year", not "jump"). |

What prior knowledge would support my students in reading this text?

- | |
|--|
| • Their familiarity with the conventions of a play |
| • Their experiences of birthdays |
| • Their familiarity with the problem–solution structure |
| • Their familiarity with fantasy or make-believe characters in plays and stories |
| • Their familiarity with the concept of stealing. |

Sharing Learning Outcomes with Your Students (select one or two)

I will be able to:

•	use my experiences of birthdays or other celebrations to understand the characters' feelings and actions;
•	guess what will happen, then check and change my predictions as I read;
•	say what I think of the Wassi's actions and the other characters' reactions.

A Framework for the Lesson

How will I help my students to achieve the learning outcome(s)?

In the sections below, particular comprehension strategies have been identified in brackets. Many of these relate directly to the highlighted teaching purpose, but other strategies have also been identified where appropriate.

Before reading

•	Have the students share their experiences of birthdays or other important celebrations. "How would you feel if you couldn't celebrate your birthday or another special occasion?" (Making connections)
•	Read the title aloud. "I wonder what a Wassi is. Do you have any ideas?" (Forming hypotheses)
•	Clarify the learning outcome(s) with the students.

During reading

•	Have the students read to "your birthday's gone" on page 27. "How do you think the Wassi steals birthdays?" "Why might he do that?" (Forming hypotheses)
•	Continue reading to "There must be something we can do" on page 29. Have the students check their predictions about why and how the Wassi steals birthdays. "Why doesn't Mum remember when Ella's birthday is?" "How would you feel if that happened?" "How do you think the children can get their birthdays back?" (Forming and testing hypotheses; inferring; making connections)
•	Ask the students to read to "He's got one foot on the handle" on page 30. "I wonder what will happen now. What do you think?" "Why do you think that?" (Forming hypotheses)
•	Have the students read to "There's still one birthday in it" on page 32 and then check their predictions. "Whose birthday do you think is in the bag?" (Forming and testing hypotheses)
•	Continue reading to the end. "Is this what you expected?" Check that the students understand the explanation of what a leap year is. If necessary, clarify the concept, demonstrating it visually on the board. (Testing hypotheses; making connections; inferring)

After reading

•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	"What would you do if your birthday was on 29 February?" "Do you know anyone who has a birthday on that day? When do they celebrate their birthday?" (Making connections)
•	Discuss the characters' actions in the play and the values they suggest. Prompt the students with questions like: "Do you think the ending of the play is fair?" "Does the Wassi deserve to have a birthday? Why or why not? What do you think of his behaviour in the play?" "He'll only have a birthday every four years – does that make a difference to how you feel about him?" "What do you think of Tony inviting everyone except the Wassi to his birthday?" You could also consider Jase's statement towards the end: "You should be grateful we left you anything." (Evaluating)

•	Reread the Wassi’s statement “Soon I’ll be able to have a birthday every day of the year. Just think – all those parties! All that cake! All those presents!” (page 28). Ask the students: “Would it be good to have a birthday every day of the year?” “Do you think cake and presents are the most important things about birthdays? What else makes birthdays special?” Elicit ideas about friendship and having fun. You could consider the Wassi’s statement “Now, who can I ask to my first party?” (page 29). “Do you think the Wassi has many friends? Why do you think that?” “Do you think his behaviour will help him make friends? Why or why not?” (Evaluating)
•	Discuss the personalities of the other characters in the play. “What do you think they’re like? What evidence in the text backs up your ideas?” The students could develop a mindmap of words to describe the characters. (Analysing and synthesising; evaluating)
•	You could ask for the students’ ideas on why this play was included in the centenary Journal. Draw out the common theme of birthdays in the sense of changing and growing older. “Apart from the parties, why are birthdays important events?” “Why are some birthdays seen as more important than others?” (Making connections)
•	Reflect with the students on how well the learning outcome(s) have been achieved and note any teaching points for future sessions.

Revisiting the Text

What follow-up tasks will help my students to consolidate their new learning?

•	Ask the students to write an argument for or against the ending. They could even rewrite the ending if they are unhappy with it. (Evaluating)
•	Have the students perform the play or parts of it. They could practise following the stage directions – how the Wassi “creeps” on and off the stage (page 28), how Mick “cautiously” lifts the Wassi’s foot (page 30), how Ella “grabs” the bag (page 30), or how the Wassi “fishes out” his birthday (page 32). (Analysing and synthesising)
•	The students could illustrate the Wassi stealing Ella’s birthday (showing what the birthday looks like) or draw a character from the play. (Visualising)
•	The students could write about a birthday or other celebration, perhaps one that went wrong in some way. (Making connections)

ISBN:978 0 7903 1423 5