

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 to achieve 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*, 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.

Introducing the Text

The introduction should be relatively brief. It should:

•	make links with the students' background knowledge 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 a paper clip or adhesive "stickies") any words that cause difficulty.

Discussing the Text

This should be brief (a maximum of ten or fifteen minutes) and should not be a simple "question and answer" session. You should encourage your students to think about their own responses to the text and to consider alternative points of view.

You can discuss new concepts, vocabulary, and text features in greater detail, and you can also 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. Wait and see what comes out of the first reading. Encourage your students to use a variety of strategies to work out unfamiliar words. This is an opportunity to develop their awareness of word-level strategies. For example, you could use a whiteboard to draw the students' attention to particular prefixes and suffixes, to break up words into syllables to assist with decoding, or to discuss the meanings of words.

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 the students' own written vocabulary by pointing out 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 Search* 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.

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.

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
•	visualising
•	identifying the author's purpose and point of view
•	inferring
•	asking questions and seeking clarification
•	identifying and summarising the main ideas
•	analysing and synthesising
•	evaluating.

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

The notes suggest ways to develop these and other strategies. For further information about comprehension strategies, see *Effective Literacy Practice in Years 1 to 4*, pages 131–135.

Finding Pounamu

by Bronwyn Tainui

From School Journal, PART 1 NO.4 2005

Overview

This recount describes a child's experiences of searching for pounamu in a West Coast river.

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 inferring , identifying main ideas, and analysing and synthesising
•	To draw the students' attention to the way the writer has made the recount interesting to the reader.

Features of the Text to Consider in Context

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

•	The ideas about pounamu, which are conveyed through direct description, dialogue, and the thoughts of the narrator
•	The use of descriptive verbs to give impact to the writing, for example, "snatched", "snuggled", "struggled", "waded", "wandered", "heaved"
•	The use of idioms, such as "keep your eyes skinned"
•	The use of the first-person narrator
•	The structure of the text as a sequential recount of a particular day.

Readability

Noun frequency level: 8–9 years (story only); 8.5–9.5 (story and information paragraph)

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

•	The pronunciation and meaning of the word "pounamu" (said "poe-nah-moo")
•	The concept of searching for pounamu and the concept of pounamu as a taonga
•	The factual information about Ngāi Tahu's ownership of pounamu
•	Words and phrases that some students may find challenging: "pounamu", "duvet", "whānau", "keep your eyes skinned", "flask", "lodged", "claim settlement", "fossick".

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

•	Their experiences of searching for shells, driftwood, feathers, or stones at the beach or river
•	Their knowledge of the significance of pounamu to Māori

•	Their familiarity with the concept of rivers flowing into the sea.
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Sharing Learning Outcomes with Your Students

I will be able to:

•	find evidence to show how the narrator’s view of pounamu changes throughout the story;
•	identify the ideas about pounamu in this story;
•	identify some of the ways the writer has made this recount interesting.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Share the teaching purpose and learning outcomes with the students.
•	Talk about the students’ experiences of searching for stones or shells at the beach or river. (Making connections)
•	Ask the students to share what they know about pounamu. “If you wanted to find some, where might you look?” Record their ideas on a chart. (Making connections)
•	Locate the West Coast and Greymouth on a map.

During reading

•	Ask the students to read page 2. Have them review what they’ve learnt about the characters and about what they’re planning to do. (Inferring; identifying main ideas)
•	“How does the narrator feel about looking for pounamu?” “What made you think this?” (Inferring)
•	Ask the students to read pages 4 and 5. Discuss what it means to “keep your eyes skinned”. “What might Nan mean by saying the pounamu will ‘call to you’?” (Forming hypotheses)
•	“How is Nan feeling?” “How is the narrator feeling?” (Inferring) “How would you feel if you were the boy in the story?” (Making connections, visualising)
•	Have the students read to the end of the recount. “Why will it be a good day for finding pounamu tomorrow?” (Identifying main ideas) “What does this sentence tell you about how the narrator now feels about pounamu?” (Inferring)
•	“Did the pounamu ‘call’ to him?” (Testing hypotheses)

After reading

•	Read and discuss the information about Ngāi Tahu’s ownership of pounamu. Clarify what a “Treaty of Waitangi claim settlement” is and the meaning of “fossick”. Add any new ideas to the chart.
•	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 period of time does this story cover?” “Why didn’t the author tell us about the whole West Coast holiday?” “What details about this particular day did the author choose to leave out and why?” (Identifying the author’s purpose)
•	Focus on the style of the recount. “What makes this recount special?” You could talk about the ideas, the use of dialogue, and the descriptive verbs, especially those in the first paragraph on page 6. (Analysing)
•	Reflect with the students on how well the purpose has 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 create thought bubbles that show what the narrator was thinking or feeling before they left for the picnic, when he was at the stream in the morning, when he found the pounamu, and when he was sitting beside the fire. (Inferring)
•	Create a short personal recount together, only using plain, unimaginative verbs, such as “put”, “got”, and “went”. Ask individual students to think of an emotion for the narrator (for example, tired or excited) and to substitute descriptive verbs to convey these feelings. Then have them share their recount with a partner and work out what emotion their partner’s writing is trying to convey. (Analysing and synthesising)
•	Ask the students to read the articles about pounamu in <i>Connected 2 2003</i> (which also feature on the year 5–6 CD-ROM <i>Sailing the Pacific and other stories</i>). They could use this information and that already recorded on the chart to compile a fact file about pounamu.

A Very Special Frog

by Lindy Kelly

From School Journal, PART 1 NO.4 2005

Overview

This report describes the features of a special kind of frog that comes from Maud Island in the Marlborough Sounds.

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 analysing and synthesising , identifying and summarising main ideas, and asking questions
•	To help the students to recognise the features and structure of a report.

Features of the Text to Consider in Context

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

•	The use of the question in the first paragraph to engage the reader
•	The paragraphs, which have a lead sentence followed by supporting information
•	The comparisons with other kinds of frog
•	The scientific vocabulary – “endangered”, “native”, “species”, “larvae”, “prey”, “young”, “froglets”.

Readability

Noun frequency level: 8.5–9.5 years

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

•	The way that Maud Island frogs are referred to in both the singular and the plural (“The Maud Island frog is tiny ...”, “Maud Island frogs eat ...”)
•	Words and phrases that some students may find challenging: “webbed”, “endangered”, “native”, “species”, “millimetres”, “chirping”, “cricket”, “larvae”, “pounces”, “prey”, “crams”, “moist”, “prevent”, “young”, “hatch out”, “froglets”, “chillybins”, “wiped out”, “survive”, “protected by law”, “handled”, “disturbed”.

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

•	Their knowledge of frogs – especially their life cycles, habitats and habits, and food
•	Their understanding of the concepts of native, endangered, and protected animals.

Sharing Learning Outcomes with Your Students

I will be able to:

•	find information in the text about why the Maud Island frog is special through looking at the comparisons between Maud Island frogs and other frog species;
•	ask questions about Maud Island frogs and find answers in the text;
•	recognise the features and structure of a report.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Share the teaching purpose and learning outcomes with the students.
•	Help the students to create a semantic web about frogs, with headings such as Habitat, Food, and Appearance. (Making connections)
•	Look at the title. “What might make a frog very special?” (Forming hypotheses)
•	Talk briefly about the features of reports, including an introduction, paragraphs that include a main sentence followed by supporting detail, and a conclusion.
•	Discuss the concept of endangered or protected animals. “What makes an animal endangered?” “What could happen to them if they weren’t protected?” (Making connections)

During reading

•	Ask the students to read page 8. Refer to a map of the Marlborough Sounds. Unless the map is quite detailed, Maud Island is unlikely to be shown, which further reinforces how rare the frogs are.
•	Have them think, pair, and share some questions about the Maud Island frog, using the information given so far. For example, “It doesn’t live in water, so where does it live?” Record the questions to refer to during the reading. (Asking questions)
•	Clarify that species can be referred to in either the singular or the plural.
•	Ask the students to think about their questions while they read page 9. Encourage them to use the comparisons (to little fingers and to crickets) to help them visualise the frogs. (Visualising)
•	Ask them to reflect on the information in the text and whether it answers their questions. (Asking questions)
•	Ask the students to read to the end of the article. Review the main ideas. Discuss the differences between tadpoles and froglets. (Identifying main ideas)
•	Talk about the two ways that the Maud Island frog is protected. Have the students think, pair, and share their ideas about what else could be done to help protect the frogs. (Identifying main ideas)

After reading

•	Ask the students to revisit their questions and check whether they have found the answers in the text. (Asking questions)
•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	Copy page 9 and the top two paragraphs on page 11. Give out copies of single paragraphs to pairs of students. Have them work together to identify the topic of each paragraph and list the main ideas as bullet points underneath each one. Depending on the size of the group, some pairs may work on two or three paragraphs. Have the students share their ideas. Then ask them to identify which of these topics were mentioned in the introduction. “What was it about the introduction that made you want to keep reading?” “Whereabouts in each paragraph did you find out what the main topic was?” (Identifying and summarising main ideas; analysing and synthesising)
•	Focus on the conclusion of the report (the final two paragraphs). Draw out the idea that the writer has moved from describing the frogs to writing about how they are being kept safe.

•	Help the students to make a Venn diagram contrasting the features of Maud Island frogs and other frogs and listing the features they have in common, using only the information in the text. (Analysing and synthesising; summarising main ideas)
•	Reflect with the students on how well the purpose has 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?

•	Use the text as a model for writing a report during shared writing. (Analysing and synthesising)
•	Ask the students to research the features of other native frogs, using the headings from the semantic web as a framework. They could use the Internet to find further information. Help them to develop success criteria for their report, using this text as a model. (Asking questions; identifying main ideas)
•	Have the students draw or scan a photograph of a Maud Island frog and create a chart, using information they recorded during the reading, to show how the features of the frogs help them to survive in their habitat. (Analysing and synthesising)

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Kissing Frogs

by Bill Nagelkarke

From School Journal, PART 1 NO.4 2005

Overview

The new girl has become a princess by kissing a frog, but she soon discovers that she prefers her old life ... as a frog.

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 , inferring , and analysing and synthesising
•	To help the students explore the humour in the text
•	To encourage the students to use punctuation to help them read aloud expressively (for Readers' Theatre).

Features of the Text to Consider in Context

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

•	The links to the traditional story of the Frog Prince
•	The clues to the identity of Petronella, for example, "her eyes are too big", "just a lot of croaking", "hoppily ever after"
•	The large amount of dialogue, which is sometimes not directly attributed to a character
•	The use of italics for emphasis
•	The way the writer creates humour through using some ideas from a well-known tale, giving clues to Petronella's origins, using repetition, including a surprise ending, and playing on words at the end.

Readability

Noun frequency level: 7–8 years

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

•	The large amount of direct speech, which is sometimes not attributed to a character
•	The subtlety of the clues to Petronella's identity
•	Words and phrases that some students may find challenging: "Petronella", "hesitated", "swampy", "glinted", "stand of cabbage trees", "knelt", "hoppily".

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

•	Knowledge of fairy tales, especially that of the Frog Prince
•	Awareness of the convention of dialogue beginning on a new line for a new speaker.

Sharing Learning Outcomes with Your Students

I will be able to:

•	make connections between this story and the story of the Frog Prince;
•	read “between the lines” of a story to work out the identity of a character;
•	discuss how the writer has created humour;
•	use punctuation to help me read a story aloud expressively.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Share the teaching purpose and learning outcomes with the students.
•	Encourage the students to predict what sort of story this will be. The title, illustrations, and design are clues that it’s likely to be a humorous fantasy story. (Forming hypotheses)
•	“Why would anyone want to kiss a frog?” Find out what the students know about the Frog Prince and read or retell the story together. (Making connections)
•	“How do fairy tales usually end?” (Making connections)
•	Tell the students that this story has a lot of direct speech in it. Review the conventions of speech marks and having a new line for each speaker.

During reading

•	Ask the students to read page 13. Review their hypotheses about what kind of text this is. (Testing hypotheses) “What do the girls think of Petronella?” “What do you think of the girls?” (Identifying main ideas; making connections)
•	Ask them to read to “then I became one” on page 14 and think, pair, and share their ideas about why Petronella looks unhappy. (Inferring) Model how to read the text in italics.
•	Ask the students to read to “Gross” on page 15. “What are the other girls thinking? How can you tell?” (Inferring)
•	“What might happen next?” (Forming hypotheses)

•	Have the students read pages 16 and 17. Look for indications (giggles or comments) that they're getting the joke. Don't interrupt the reading unless you suspect they need more support with the meaning, for example, "Why can Petronella understand what the frog is saying but the other girls can't?" (Inferring)
•	Enjoy the play on words in the last line.

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.
•	Have the students work in pairs to track all the clues in the story that suggest that Petronella used to be a frog. (Analysing)
•	"Why did the author repeat the question 'What did she say?' so many times?" Draw out the idea that it shows that the girls are talking <i>about</i> Petronella rather than to her and are being unwelcoming. "What effect is created by the frog asking the same question?" (Inferring)
•	"Why didn't Petronella enjoy being a princess?" (Inferring)
•	"In the Frog Prince story, the frog changes back into a prince when he's kissed. What are the rules for who changes into what in this story?" "Why did the author decide to change the rules from the original fairy tale?" Draw out the idea that it's a way of twisting old ideas to make new ones and that it helps to add to the humour. (Making connections; analysing)
•	Enjoy talking about how the author has created frogs as characters who know about the conventions of human fairy tales and that he is having fun with the incongruity of a humanised frog. The students may link this to their knowledge of the movie <i>Shrek</i> , where the main characters also decide that they are happier in their true (but ugly) form. (Making connections)
•	Reflect with the students on how well the purpose has 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?

•	<p>Use the story for Readers' Theatre. Photocopy it and assign a part to each student (Petronella, Sam, Abby, Rebecca, the frog, and a narrator). Have each student highlight the words their character says on their copy (leaving out "she said", "asked Sam", and so on). Help them to decide who says the speech that is not attributed to anyone. Then have them read the story aloud as a play, paying special attention to the italics and punctuation to help them read it expressively.</p>
•	<p>You could share-read the play "The Little Red Riding Hood Rap" in <i>School Journal</i>, Part 2 Number 2, 2004 (also available on the <i>School Journal Part 1 and Part 2 CD 2003-4</i>, item number 30837, and <i>Sailing the Pacific and other stories</i> CDROM, item number 30912). This play is another modern, humorous take on a traditional tale and, like "Kissing Frogs", it provides opportunities to practise the comprehension strategy of forming and testing hypotheses.</p>

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Spring Lambs

by Julia Wall

From School Journal, PART 1 NO.4 2005

Overview

This poem contrasts the characteristics of spring lambs with those of their mothers.

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 analysing and synthesising and inferring
•	To help the students create their own poem, based on the structure of this one.

Features of the Text to Consider in Context

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

•	The repetitive structure of the two stanzas
•	The contrast between the actions of sheep and of lambs
•	The alliteration and assonance (“waddle/wobble”, “squeaky squeal”, “raspy rumble”, “grab at grass”, “search and suck”, “mothers’ milk”, “tails tweaking”)
•	The emphasis on verbs (“waddle”, “wobble”, “grab”, “search”, “suck”, “tweaking”) and adjectives (“spring”, “squeaky”, “raspy”, “big quick”).

Readability

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

•	The need to infer that the poem is contrasting the actions of lambs and their mothers
•	Words and phrases that some students may find challenging: “waddle”, “wobble”, “squeaky squeal”, “raspy rumble”, “gulps”, “tweaking”.

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

•	Their knowledge of sheep and lambs
•	Their experience of reading poems closely to appreciate the way they use language
•	Their familiarity with non-rhyming poetry.

Sharing Learning Outcomes with Your Students

I will be able to:

•	describe the way language has been used in this poem;
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•	explain what the poem is about;
•	create my own poem based on the structure of this one.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Share the teaching purpose and learning outcomes with the students.
•	Brainstorm words that describe sheep and lambs, under the headings How They Move, What They Eat, and What They Look Like.

During reading

•	Have the students read the poem to themselves first and then reread it as you guide them with the following discussion points.
•	“Tell me all the things the poem says that lambs <i>don't</i> do.” Clarify that the poem is a comparison. “What <i>does</i> do these things?” (Inferring)
•	“What do you notice about the words ‘squeaky squeal’?” “What’s the name for words that start with the same sound?” (Alliteration) “Find me all the other pairs of words that alliterate in this poem.” (Analysing and synthesising)

After reading

•	Make a chart showing the verbs that say what the lambs do and what they don't do (but what sheep do). (Analysing and synthesising)				
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Lambs do</th> <th style="width: 50%;">Lambs don't</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • wobble • baa in a squeaky squeal • • </td> <td> <ul style="list-style-type: none"> • waddle • baa in a raspy rumble • • </td> </tr> </tbody> </table>	Lambs do	Lambs don't	<ul style="list-style-type: none"> • wobble • baa in a squeaky squeal • • 	<ul style="list-style-type: none"> • waddle • baa in a raspy rumble • •
Lambs do	Lambs don't				
<ul style="list-style-type: none"> • wobble • baa in a squeaky squeal • • 	<ul style="list-style-type: none"> • waddle • baa in a raspy rumble • • 				
•	Have the students think, pair, and share what they like or dislike about this poem. (Evaluating)				
•	Reflect with the students on how well the purpose has 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?

island frogs with other frogs. (See the article on Maud Island frogs in this Journal.) Then have them use the structure of this poem to make a group poem about the chosen animal. Encourage them to think of interesting adjectives and verbs and to use alliteration.

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Trapped

by Jill MacGregor

From School Journal, PART 1 NO.4 2005

Overview

Tamilo, who lives in Sāmoa, has the job of setting and checking eel traps in the lagoon.

Suggested Teaching Purpose

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

An example of an appropriate teaching purpose is listed below.

•	To support the students in developing the comprehension strategies of identifying main ideas , making connections, and visualising.
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Features of the Text to Consider in Context

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

•	The Sāmoan setting
•	The Sāmoan vocabulary and names: “Tamilo Tauati”, “Sa’anapu-tai”, “Malaeti’a”, “faga pusi” (said “far-nga pussy”), the numbers 1–14, “mālō”, “taro”
•	The structure of the text as a procedure within a report, written in the third person and in the present tense.

Readability

Noun frequency level: 8–9 years

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

•	The Sāmoan vocabulary and setting
•	The need to visualise how the traps work
•	Words that some students may find challenging: “lagoon”, “lurk”, “coral”, “smear”, “bait”, “lures”, “reef”, “haul”, “seabed”, “tide”, “murky”, “dart”, “gushes”, “shore”, “tumble”, “squirm”, “slithery”, “palm”, “taro”.

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

•	Their experiences of going fishing and eeling
•	Their knowledge of Pacific Islands, reefs and lagoons, and Sāmoan customs and language.

Sharing Learning Outcomes with Your Students

I will be able to:

•	contribute to a diagram showing how an eel trap works;
•	compare Tamilo’s experiences with my own;
•	present information from the text as a flow chart.

A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Share the teaching purpose and learning outcomes with the students.
•	“Have you ever been eeling?” “How and where did you catch them?” (Making connections)
•	Tell the students that they are going to read an article about a boy who lives in Sāmoa and catches eels for his family to eat. Briefly discuss the setting, using the photographs as a support. Clarify what a coral reef and a lagoon are.

During reading

•	Ask the students to read the first two paragraphs. “What have you learned about these eels so far?” “How would this information help you if you wanted to catch one of them?” (Identifying main ideas; analysing and synthesising)
•	Ask the students to read to the end of page 21. Discuss the trap and draw a diagram together of how it’s built and how it might work. Encourage the students to reread the text carefully and to look at the photographs to help them work it out. (Analysing and synthesising; visualising)
•	The students may wonder how “five or six tasty eels” could fit in such a small space. Note this question on the board and ask them to look for an answer as they read. (Asking questions)
•	Ask the students to read pages 22 and 23 and think, pair, and share their ideas about the steps that Tamilo takes to catch the eels. (Identifying main ideas)
•	When they read page 24, encourage the students to use their knowledge of counting in Māori or Pasifika languages as a support.
•	Note that the photographs on page 25 suggest that the eels are quite small compared with the New Zealand freshwater eels that the students may be more familiar with. Make sure the students realise that this answers their question about why so many fit in each trap.

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.
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•	Have the students work in pairs to create a flow chart showing the process of catching eels. (Analysing and synthesising)
•	Ask them to compare Tamilo's experiences of catching eels with their own experiences of eeling or fishing. "What did you use to catch them?" (Making connections)
•	Ask the students to compare the Sāmoan numbers with Māori numbers or with numbers from other Pasifika languages. Make a chart of the numbers up to fourteen in two or more of these languages and discuss the letters that are different. (Making connections)
•	Reflect with the students on how well the purpose has 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?

•	With a partner, the students could design their own trap for catching eels in a New Zealand creek. Get them to label their diagram and explain how it would work.
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Everyone Forgets Sometimes

by Desna Wallace

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Overview

The teacher in this play becomes more and more annoyed with his students' forgetfulness ... until he finds he's forgotten something himself.

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 forming and testing hypotheses and analysing and synthesising
•	To have the students read a play with fluency and expression for the purpose of entertaining an audience.

Features of the Text to Consider in Context

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

•	The conventions of a play, for example, stage directions in italics, a list of characters, and bold type for emphasis
•	The humour created through the repeated episodes, the teacher's forgetfulness, and the ending echoing the beginning
•	The predictability of the episodes.

Readability

Noun frequency level: 7–8 years

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

•	Words and phrases that some students may find challenging: "interrupt", "hands over", "interruptions", "sighing", "organised", "slightly", "embarrassed", "serious", "grumpily", "coughing".
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What prior knowledge would support my students in reading this text?

•	Familiarity with the conventions of a play
•	Experience with reading and performing plays.

Sharing Learning Outcomes with Your Students

I will be able to:

•	predict what will happen next in the text and check my predictions;
•	describe the structure of the play;
•	discuss how the author creates humour;

•	read the play aloud with fluency and expression, to entertain an audience.
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A Framework for the Lesson

How will I help my students to achieve the learning outcomes?

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

•	Share the teaching purpose and learning outcomes with the students.
•	Look at the title and list of characters. “What might this play be about?” (Forming hypotheses)
•	“What are some things that you needed to bring to school today?” “Have you ever forgotten to bring something to school?” “What happened?” (Making connections)
•	Review the conventions of the play format.

During reading

•	Have the students read page 27. Ask them to reflect on their predictions about the play. “What do you think might happen next?” (Forming and testing hypotheses)
•	Ask them to read to the end of page 29. Prompt them to note the clues to the characters’ feelings printed in the brackets. Encourage them to imagine the speakers’ tone of voice as they read the text. (Visualising)
•	“Is the plot developing the way you thought?” (Testing hypotheses)
•	“How will Mr Barlow respond to Tarek?” (Forming hypotheses)
•	Ask the students to read to the end of page 31 and share their ideas about what will happen next. (Forming hypotheses)
•	“Why does Mr Barlow cough?” (Inferring)
•	Have the students read to the end of the play. “Where have you seen something like the last line before?” (Making connections)

After reading

•	Explore the structure of the play. Have the students make a flow chart showing the main events in each episode. (A character forgets something, their parent arrives with the item, and Mr Barlow responds.) “How many times does this process happen?” Draw out the idea that the repeated incidents create humour and that it’s enjoyable to predict what might happen next. (Analysing and synthesising)
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•	“Could the events in this play happen in real life?” “Why or why not?” (Making connections; evaluating)
•	Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.
•	Allocate the characters’ parts to the students and have them read the play aloud, paying attention to the characters’ tones of voice.
•	Reflect with the students on how well the purpose has 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?

•	Discuss the function of stage directions. Then have the students perform the play, making sure that they take notice of the stage directions and use body language to show emotions. You could nominate one child to be the director, who oversees the performance. Make it their job to check whether the actors can be seen and heard and to decide where the characters should enter and exit from.
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