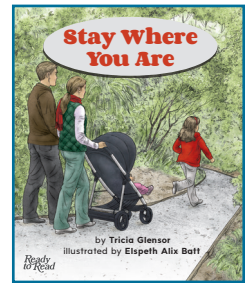


# Stay Where You Are

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illustrated by Elspeth Alix Batt

This text is levelled at Blue 2.



## Overview

Jessie's family is going for a walk in the bush, but Jessie wanders off the track as she follows a fantail. When she looks back to tell Mum and Dad about the fantail, they are not there. Jessie realises that she is lost and asks the fantail if it is lost too. She explains to the fantail that they need to stay where they are until they are found. This story provides opportunities for students to make inferences, form and test hypotheses, and think critically about keeping safe in the bush.

This text supports the development of a self-extending reading process. It requires students to “apply their reading processing strategies” and to “monitor their reading, searching for and using multiple sources of information in order to confirm or self-correct” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Cross-curriculum links

Health and physical education (level 1, safety management) – Describe and use safe practices in a range of contexts and identify people who can help.

## Related texts

Texts about overcoming personal challenge: *Dragons! Dragons! Dragons!* (shared); *Going Camping* (Yellow 3); *I Want to be the Fox* (Green 3)

Texts about keeping ourselves safe: *Is that an Earthquake?* (shared); *The Night the House Shook* (Blue 3)

## Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in boxes with a solid outline. Other boxes show additional characteristics.

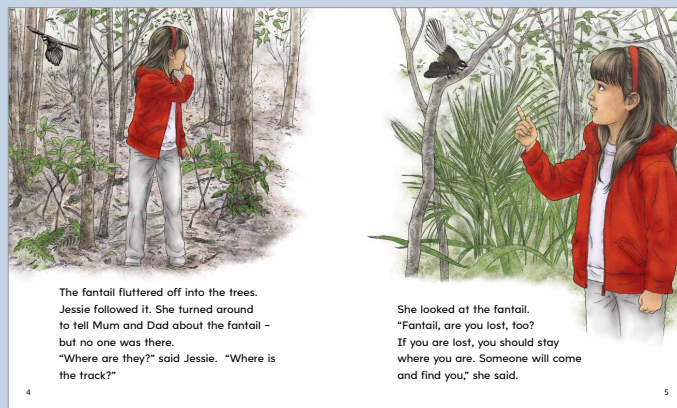
The familiar context of a family outing and the less familiar setting of the New Zealand bush

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences (for example, inferring that when Jessie sees no one behind her on page 4, she is lost)

Illustrations that support the text and extend the meaning but may not exactly match the words

Many high-frequency words

Interest words (including a wide range of regular and irregular verbs and verb forms) that are likely to be in a reader's oral vocabulary and that are strongly supported by the context, sentence structure, or illustrations, for example, “branch”, “bush”, “fantail”, “find”, “fluttered”, “followed”, “hopped”, “hugged”, “leader”, “log”, “picked”, “stay”, “tell”, “told”, “turned”, “waited”



Dialogue between easily identified speakers including a character who talks to herself

Sentences that run over more than one line but do not split phrases

A range of punctuation, including speech marks, commas, question marks, exclamation marks, and a dash to support phrasing and meaning

## Suggested reading purpose

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

We are reading this story to find out what happens when Jessie goes on a bush walk.

## Possible learning goals

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

The behaviours listed below link to *The Literacy Learning Progressions*. Select from and adapt them to set your specific learning goal. Be guided by your students’ needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

The text provides opportunities for students to:

- make connections between their own experiences and information in the story to form and test hypotheses and make inferences
- summarise the events in the story to support their inferences about Jessie
- make meaning by searching for and using multiple sources of information
- self-monitor their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

## Introducing the text

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading. As part of the discussion before reading, draw out (or feed in) new vocabulary and language structures that you think will need support.

- Look at the cover illustration together and discuss what the family are doing. Encourage the students to share their experiences of walking in the bush. Draw out the idea of how quiet it can be.
- For English language learners, select 6–8 words or phrases that you know are unfamiliar to them. Give pairs of students the words written on cards and other cards with pictures. Help them match the words and pictures. Go through the correct answers. Provide example sentences with gaps and together add the correct word to each gap. See *The English Language Learning Progressions*, Introduction, pages 39–46 for advice on supporting vocabulary.

- Ask the students: *Why do you think the story is called Stay Where You Are?* If necessary, guide the discussion towards the idea of becoming lost and what to do if that happens. Expect the students to notice that the girl is running ahead and to predict that the story will have something to do with her getting lost. Tell them that the girl’s name is Jessie.
- Look at the title page illustration. *What do you know about this bird?* In the discussion, elicit or feed in words that describe how fantails move through the bush (“hopped” and “fluttered”). Ask the students to predict what a fantail might have to do with the story.
- Discuss the page 2 illustration. Expect the students to notice that Jessie is running ahead. Elicit or feed in the idea of Jessie being the “leader”. *What do you think Mum and Dad are saying?*
- Enjoy their discovery of the fantail on page 3. Briefly look at the illustrations on pages 4 and 5. Prompt the students to notice that Jessie appears to be alone (apart from the fantail). *What do you think will happen next?*
- Share the purpose for reading and remind the students to check their predictions as they read.

## Monitoring the reading

- Observe closely as the students read the text to themselves, intervening only if a student clearly needs help. Note their confidence and perseverance with challenges, and any instances of self-monitoring, cross-checking, and self-correction.
- As students finish reading, they can quietly reread the story until everyone has finished.
- If a student makes an error without noticing, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it.
- Some prompts that you could use include: *Are you sure?; Were you right?; Read the sentence again. Try that again and think about what would sound right and look right.; What else could you check? What do you know that will help you?; You said \_\_\_\_\_. Does that make sense? If the word was \_\_\_\_\_, what letters would you expect to see?*
- Remember to base these prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.

- Reinforce the students' attempts to problem-solve, whether they are successful or not, for example, *You noticed the word wasn't right and you went back and tried to fix it ... how did you know?*
- Other prompts you could use:

Text in book	Student reads	Teacher prompt
"I'll be the leader," said Jessie.	"I'll be the l ____ (then stops)	Prompt the student to use meaning: <i>What is Jessie doing in the picture? What do you think she's saying?</i>
The fantail fluttered off into the trees.	The fantail fl ... t ... ed off into the trees.	Prompt the student to search for more information: <i>What did the fantail do? Would that look right with those letters? Try it again and see if it looks right and sounds right.</i>
At last, there was a noise. It was Dad.	At last, there was a <b>yell</b> . It was Dad.	<i>You said, "There was a yell." Have another look. Read it again.</i>

- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

## Discussing the text

- When they have finished reading, remind the students of the reading purpose. Have them check their predictions as they retell the events in the story.
- Encourage the students to think critically. *Why did Jessie get lost? How did she feel?* Ask the students to share their inferences and the information in the text they used to make them.
- Draw the students' attention to page 5. *When Jessie became lost, why do you think she stayed where she was?* (The students may refer to Mum and Dad not being far away, that Jessie knew what to do, or that she didn't know where to go.) Prompt the students to remember what Dad said on page 2. Expect them to predict Jessie will stay on the track and not get too far ahead next time. Discuss what Dad and Jessie might talk about as they walk back to Mum. You could have the students role play the conversation with a partner.

## After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, texts from the wider literacy programme (oral language, writing, handwriting, and word games and activities), and texts from other curriculum areas.

**Select from and adapt** these suggestions, according to the needs of your students.

- Have the students reread the text aloud to a partner. Listen in, noting their ability to self-monitor and to use the punctuation and context to support phrasing and expression, particularly in the dialogue. You may also use this time to do a quick running record with a student to provide more information on something you have noticed.
- Provide many opportunities for the students to reread this text and to read other stories with similar themes (see Related texts). This also helps to extend their comprehension.
- The students can also build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Ask the students to work with a partner and choose four events from the story. They can each draw pictures of two of the events and write a summary sentence for them. They can paste their events in sequence and share their summary with others in the group.
- Have the students share their own experiences of getting lost (for example, in the supermarket, or at the shopping mall), then draw a picture and write a recount of what happened. For English language learners, provide a writing frame to support them. If necessary, provide sentence starters and/or a word bank to further support English language learners.
- Jessie's advice to the fantail provides an excellent model, particularly for English language learners, of a type of sentence they can use for giving advice. This also links well with the health and physical education objective suggested on page 1 of this TSM. Ask the students what advice Jessie gave the fantail and record and display the sentence: "If you are lost, you should stay where you are."

If necessary, clarify that “you” means anyone/a person. Write the heading “Good Advice” above the sentence and tell the students this kind of sentence is one way of giving advice for a specific situation. Ask questions and label the two parts of the sentence to identify the situation and the advice. Co-construct sentences together. Support the students to construct or complete their own sentence giving advice for specific situations. Create a chart like the one below. Refer students to this in future discussions on what they should do to stay safe.

Situation	Advice
If you are lost,	you should stay where you are.
If you are walking in the bush,	you should ...
If you are crossing the road,	you should ...
If you are in an earthquake,	you should ...
If you ...,	you should ...

The students could make an “If You Are Lost” poster and write some instructions about what to do if you are lost.

- Revisit the story and look closely at some of the verbs ending in “ed”. You could create a chart as shown below. Support the students to identify some of the root words and to create new verb forms by adding “ing”. Discuss the double consonants in “hopped” and “hugged”. Have the students complete the chart. Ask them to write two or three sentences using some of the verbs.

root word	- ed	- ing
	called	
	hopped	
	fluttered	
	followed	following
	turned	
	picked	
	hugged	

- Look at the illustrations of the fantail and discuss the meaning of its name. *What words go together to make “fantail”?* *What is a fan? What is a tail?* Create a list of other bird names that are compound words, for example, “blackbird”, “goldfinch”, “seagull”, “woodpecker” and enjoy discussing the reasons for their names.