

Possible curriculum contexts

ENGLISH (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

– Structure: Show some understanding of text structures.

ENGLISH (Writing)

Level 2 – Ideas: Select, form, and express ideas on a range of topics.

– Structure: Organise texts, using a range of structures.

HEALTH AND PHYSICAL EDUCATION

Level 2 – Safety management: Identify risk and use safe practices in a range of contexts.

Possible first reading purposes

- To find out what happens when some students and their teacher go for an excursion into the bush
- To follow a story that uses only dialogue and illustrations.

Possible subsequent reading purposes

- To identify how some of the students use what they have learnt about safety in the bush
- To identify the author's purpose
- To evaluate the author's choice of a graphic format.

Possible writing purposes

- To create their own graphic story, using illustrations and dialogue
- To recount a time when they went to the bush or on a school trip
- To recount a time when things went wrong on a school trip
- To research and list other safety rules for the bush or other places, for example, at the beach.



The New Zealand Curriculum

Text and language challenges

(Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students' needs.)

VOCABULARY

- Possibly unfamiliar words and phrases, including “reserve”, “reflections”, “Cross fingers”, “think smart”, “waterproof”, “tusks”, “trail markers”, “stretcher”
- The use of greetings in several different languages
- The use of te reo Māori names for plants: “nikau”, “rangiora”, “ponga”
- The onomatopoeic words: “Sheesh”, “Ewww”, “Aaaaaah”, “Shush”.

Possible supporting strategies

- Identify any words students may find challenging and make decisions about when and how to provide support.
- Check that you know the correct pronunciation of the non-English words. Seek support from others (students, colleagues, people in the community) if necessary. Be ready to provide support for the students.
- Make a list of the greetings for later discussion. Add to the list with the students' help.
- Make a list of the plants mentioned and use it as the basis for a local plant study.
- The [English Language Learning Progressions: Introduction](#), pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Familiarity with reading graphic formats, such as graphic novels and comic strips
- Familiarity with reading, hearing, and/or using safety rules
- Familiarity with being in the bush and the work of park rangers
- Experience of school trips
- Some knowledge or experience of handling a situation when a person is hurt
- Familiarity with native plants in the New Zealand.

Possible supporting strategies

- Prompt students to share their experience of reading graphic texts.
- Remind them of class or school experiences (such as a school camp) that could support prior knowledge.
- Invite students to share (before or after the first reading) any other experiences or knowledge that could help make connections with the story.
- Prompt them to share their knowledge of native plants in the bush and any with special attributes, for example, rangiora (bushman's friend).
- Remind students about safety rules they already know for the outdoors.

TEXT FEATURES AND STRUCTURE

- Graphic format in which the story is told through dialogue and illustrations
- A fiction story with setting, characters, plot, and theme.

Possible supporting strategies

- Some students may require support to work out how to read the text. Prompt them to share how they read and follow the story.
- Remind the students of the usual features of a fiction story. If necessary, supply a template for mapping a story and support them to fill it in as they read.



Sounds and Words

Instructional focus – Reading

English Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts; Structure: Show some understanding of text structures.

Health and Physical Education Level 2 – Safety management: Identify risk and use safe practices in a range of contexts.

First reading

- Set the purpose for reading.
- Read the first page together, then check briefly that everyone knows how to read frame-by-frame and can identify the characters and the setting.
- If necessary, direct students to the variation in reading direction at the bottom of page 8.
- Allow time for the students to read the rest of the text independently.
- Clarify any confusion that students may have had with the storyline.

If the students struggle with this text

- Provide a buddy to help any student who is not familiar with a graphic text. Ask the buddy to offer help to follow the frames and the dialogue one page at a time, withdrawing support as soon as the student understands the format.
- Stop at the end of page 3 to recap the setting and the situation.
- Ask students to predict what might happen as they read each page, guiding their predictions if necessary. *Why do you think they've been told about the rules? The title is a clue. How does it help you to think about what might happen?*

Subsequent readings How you approach subsequent readings will depend on your reading purpose.

The teacher

- Ask the students to retell the plot briefly to a partner. Guide them to choose what information would work best in a retelling. *Did you agree on what happened?*
- *Did you enjoy the story? What did the author do that helped you to enjoy the story?*

For some English language learners, you could copy the story frames, mix them up, and then ask the students to put them in the correct sequence. You could also delete the text from each frame before copying so that once sequenced, the students could use them to retell the story orally and in writing.

The teacher

Direct the students to work in pairs and to revisit pages 4–8.

- *A lot happens in the middle of the story. Let's find out how the writer conveys that.*
- *When did you realise something was about to go wrong?*
- *How did Mrs Lakatani get hurt?*
- *What did each character do, and how did their actions help with the rescue?*
- *Which characters had the best ideas?*
- *How well did they follow the rules?*

The teacher

Lead a discussion with the students about how the writer conveyed her main idea.

- *What was the writer's "big idea" or message?*
- *Was this a good way to get that message across? Why do you think that?*
- *Is it easier or harder to follow a story in graphic format? Why?*

GIVE FEEDBACK

- *I saw you going back and comparing what the children said to each other with the rules given at the start to determine how well they followed those rules. It's always good to reread to make sure you haven't missed anything.*

The students:

- include the main events in correct sequence in their retelling
- include some reference to the main characters' reactions and responses
- give each other constructive feedback about their retelling
- describe their responses to the story.

The students:

- reread to locate the clue that someone might slip ("It's uphill from here, and it's slippery")
- use the images, the scream, and their own experiences of slipping to infer that Mrs Lakatani slipped on the muddy path and fell to the bottom of the hill
- use Mrs Lakatani's words and what they know about injuries to infer that she lost consciousness briefly and her leg may be broken
- locate examples of each character's words and actions and evaluate how useful each person's ideas were in helping them to get out of the situation
- locate examples in the text that show how each rule was used.

The students:

- think critically about the story to identify that the writer's message was the importance of following safety rules
- share their opinions about the effectiveness of the graphic format for conveying a serious message
- describe what helped or hindered them as they read the story.

METACOGNITION

- Is it easier to understand a big idea like safety in a graphic format or in a standard article? Why do you think that?



Reading standard: by the end of year 4



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 2 – Ideas: Select, form, and express ideas on a range of topics; Structure: Organise texts, using a range of structures.

Health and Physical Education Level 2 – Safety management: Identify risk and use safe practices in a range of contexts.

Text excerpts from “Lost in the bush”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 3

Rule one: stay together. Rule two: stay on the track. Rule three: listen to your group leader.

BIG IDEAS

A big idea or message is what the writer wants readers to understand. The message can be spelt out or implied.

STRUCTURE

Writers choose a structure (or format) they think will engage their readers and convey their big idea. The structure will have features that readers can recognise to help make the idea clear.

Brainstorm the main ideas or messages students want to write about.

- *If our general theme is safety near the water, what big ideas could you write about? Let's list them.*
- *Now you can choose an idea from the list we've made. Play around with it to see if you'll be able to turn it into a story.*
- *Will you write about it in a factual way? Will it be better as a fictional story? Could you use a graphic text to convey the idea?*

Invite students to share their ideas about structure for their texts.

- *Why have you chosen to use this structure? What features of it will help get your message across?*
- *A graphic text is tricky: will you use narrative boxes to help tell the story, or will it all be dialogue and illustrations?*
- *Try using a different structure to see if it makes a difference. What are the advantages of each structure? What are the disadvantages?*

English language learners could retell the story in a different format. For example, they could act out the events or rewrite the story as a play script.



“A PICTURE PAINTS A THOUSAND WORDS”

Using drawings with no words can be an effective way of showing what is happening in a story. Sometimes the action may be foreshadowed by earlier dialogue, then the drawings show what they said.

Direct the students to review the use of words and images on page 7.

- *Did you notice that the last frames have no words?*
- *How did the writer let us know what the children were doing?*
- *This is a great way of “showing, not telling”. Keep this in mind as you experiment with using a graphic format.*

Page 8

My uncle said there are wild pigs in the bush, and they can rip you to pieces with their tusks.

I told my aunty I'd be home for dinner – not that I'd be dinner.

HUMOUR

One way to make a joke is to put two opposite ideas together. Humour can tell readers a lot about a character. It can also be a way to make a serious point in an amusing way.

Ask questions to support students as they write and revise.

- *Have you thought about turning that dialogue around so it's a joke? Could that help your readers to know what this character is like?*
- *You've chosen a serious topic, but a bit of humour here could make the point just as well. For example, what would happen if one of the characters got the wrong idea about ...?*

METACOGNITION

- *What made you choose this format? How did trying a few different formats help you make a decision?*

GIVE FEEDBACK

- *The message you wanted to convey came across clearly after you added these extra frames. They helped me to understand why it was important for someone to pack a torch.*