




GUIDED SILENT READING BOOK 10

CONTENTS

TEACHING NOTES

-  Lesson Planning 4
-  Comprehension Strategy Instruction 6
-  Follow-up Activities 8

SET 5 : Instructional Reading Age 8½-9½ years

- 5:1** **In and Out of the Window** by Jillian Sullivan
School Journal Part 3 Number 1 2005 12
- 5:2** **The Terrible Techno Turn-off** by Mandy Hager
School Journal Part 3 Number 2 2004 14
- 5:3** **Amazing Stickers** by Alan Bagnall
School Journal Part 3 Number 2 2003 16
- 5:4** **The Day Mary Shook the Karaka Tree** by Jan Farr
School Journal Part 3 Number 2 2006 18
- 5:5** **The Argument** by Jacqui Brown
School Journal Part 4 Number 1 2004 20

SET 6 : Instructional Reading Age 9-10 years

- 6:1** **The Great Crayfish Escape** by Caroline Foote
School Journal Part 3 Number 3 2006 22
- 6:2** **Diary of a Bakery Princess** by Jo Wilson
School Journal Part 4 Number 1 2003 24
- 6:3** **Gifts from the Moon** by Jacqui Brown
School Journal Part 4 Number 3 2006 26
- 6:4** **Phobia** by Peter Friend
School Journal Part 4 Number 1 2005 28
- 6:5** **Friday Night Out** by Kathy Taylor
School Journal Part 3 Number 1 2006 30

SET 7 : Instructional Reading Age 9½-10½ years

- 7:1** **Mathematical Mum** by Eleanor Hughes
School Journal Part 4 Number 1 2006 32
- 7:2** **Terevaka** by Evelyn Tuhi-Herewini
School Journal Part 4 Number 1 2006 34
- 7:3** **Giving it a Shot** by David Tulloch
School Journal Part 3 Number 1 2006 36
- 7:4** **Stop Kissing my Sister** by Alison Robertson
School Journal Part 4 Number 2 2006 38
- 3:5** **Memories** by Anna Kenna
School Journal Part 3 Number 1 2006 40

SET 8 : Instructional Reading Age 10-12 years

- 8.1** **The Mobile Garden** folk tale from southern India
School Journal Part 4 Number 1 2006 42
- 8.2** **Earrings** by Adrienne Frater
School Journal Part 4 Number 2 2006 44
- 8.3** **Reaching Ray's Rock** by Helen O'Carroll
School Journal Part 4 Number 3 2005 46
- 8.4** **Against the Wind** by Cheri Pinner
School Journal Part 3 Number 2 2005 48
- 8.5** **Doctor in the House** by Anna Kenna
School Journal Part 4 Number 3 2006 50

APPENDIX : Additional teaching notes, charts, exemplars 53-67



HANDY RESOURCES

literacy tools for the busy classroom teacher

This resource provides you with the following **three handy literacy tools** to take the stress out of your reading programme.



LESSON PLANS

Time savers for the teacher

- ◆ All the details and analysis of the story at your finger tips
- ◆ Clear learning outcomes and success criteria to choose from
- ◆ Simple well structured lesson routine

Further details see page 4



COMPREHENSION STRATEGY INSTRUCTION

A proven process for teaching comprehension

- ◆ Easy to understand and implement
- ◆ Kids are engaged by being active readers
- ◆ Simple routine that is easily transferrable to any text

Further details see page 6



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Independent activities to develop high level thinking

- ◆ High value activities - not busy work - very motivating
- ◆ An organisational necessity for your reading programme
- ◆ All the hard work has been done for you

Further details see page 8



LESSON PLANS

Time savers for the teacher

Each lesson plan follows a simple format with important prompts and useful information that allows you, the teacher, to run your lesson with minimal preparation time.

STORY SUMMARY and SPECIAL FEATURES

Use this to quickly decide whether this story will meet the interest and needs of your group.

LEARNING OUTCOMES and SUCCESS CRITERIA

Select from the list on page 54 according to the needs of your students. Easy to link to the Achievement Objectives in the English curriculum.

BEFORE READING DISCUSSION

Orientate you readers to the story - engage the brain.

Prompts to

- ◆ Activate prior knowledge and personal experiences
- ◆ Introduce unfamiliar concepts readers will come across in the story
- ◆ Look for story clues in the title

GUIDED SILENT READING

The heart of the lesson - "The Three Steps" teach the readers to

- ◆ Unpack the story for themselves
- ◆ Understand and use comprehension strategies
- ◆ Make sure they have got the message right

AFTER READING DISCUSSION

Now that the story has been properly processed, time to

- ◆ Reflect with the group on the relevant success criteria
 - how well are they using the comprehension strategies?
- ◆ Deeper analysis of the story
 - uncovering the deeper features of good story writing

IMPORTANT CONSIDERATIONS

It will not be realistic to cover everything in the lesson plan in the time you have available for a lesson, say 20-25 minutes.

- ◆ Initially you might only cover Step 1 and 2 using "I think that means..."
- ◆ As your students become fluent with this add in the Deep Five and Step 3: Story Webbing.
- ◆ Deeper analysis of the story can be introduced once there has been plenty of practice with the Three Steps.

LESSON PLAN for each story

Set 6:4 LESSON PLAN

RA 9-10 years SJ Part 4 Number 1 2005

PHOBIA

by Peter Friend

STORY SUMMARY

The storyteller discovers a new shop that trades in phobias. He exchanges his fear of insects, spiders and creepy-crawlies for a fear of four legged animals and it certainly seems to work. With a weekend camp coming up and the prospect of lots of outdoor activities, he decides to swap a fear of heights for a fear of water, and that works brilliantly. Now he is back home, the family has a new pet, and its time to trade back. But ... the shop is empty, the weird phobia man has moved on. Its starting to rain and his sister has a new kitten !!!!

SPECIAL FEATURES

Science fiction genre. Spooky mood and character. Great ending!

LEARNING OUTCOMES choose from the list on page 54 according to the needs of your students

BEFORE READING DISCUSSION

- 1. Accessing prior knowledge and personal experiences**
Explain what a phobia is and get students to share the things they are scared of.
- 2. Clues from the title**
PHOBIA - what clues are there in this title?
Brainstorm possible characters and story problems.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

- STEP 1: Read Silently**
Make sure you understand all the information
- STEP 2: Detailed Retelling**
Use "I think that means ..." and the DEEP FIVE comprehension strategies
- STEP 3: Add new information to your Story Web (see suggestions below)**

- Setting:** The Phobia Shop, at home, the Youth Group camp.
- Characters:** The storyteller, the man in the Phobia shop,
Minor characters - parents and sister, dairy owner.
- Problem:** The man in the Phobia shop wanted the storyteller to trade his phobia of creepy-crawlies
- Feelings:** The storyteller was curious.
- Action:** He traded one phobia for another and when that worked out well he did another trade.
- Outcome:** The phobia shop had closed down and now he was stuck with phobias he really didn't want.
- Theme:** Don't mess around with things you don't know anything about.

AFTER READING DISCUSSION - Story Evaluation

How good is this story? Some possible responses (Follow up Activity 10)

- Characters:** The Phobia man is mysterious; physical description establishes his weirdness. Told in the first person so we learn a lot about the storyteller from his thoughts and actions.
- Story Structure:** Interesting science fiction problem. Tension builds throughout and leaves the reader hanging with a fantastic open ended outcome.
- Language Features:** Description of the shop and the shopkeeper create a sinister mood for the story. Told in the first person so we know the storyteller's thoughts. The ending changes to the present tense which gives impact - feels like it is happening now!
- Theme:** Clear theme - story says a lot about being dissatisfied with who we are and the dangers

FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

The Lesson

Orientation for the teacher
"Is this story what I need for this group?"

Question prompts to access prior knowledge

The Three Steps helps the readers process the text properly

Prompts for the teacher: Suggestions for the Story Web

Now that the story has been understood here are some suggestions for digging deeper

Independent work requires students to revisit the text and deepen their understanding



2 COMPREHENSION STRATEGY INSTRUCTION

Reading instruction is all about teaching reading strategies. For Emergent and Early readers, the focus is on decoding strategies. As Early readers move into the Fluent stage the focus shifts to comprehension strategies.

What are comprehension strategies and where do I start?

"The Three Steps" provides you with the answer; a systematic, predictable routine that takes all the stress out of "what do I do" for you the teacher and your students, and gets results.

Easy to understand and put into practice

Have a go - see how it feels and how the students respond.

THE THREE STEPS - an outline for narrative text

The text is divided in chunks (with School Journals this is often a page for convenience) and each chunk is processed using "The Three Steps".

Step 1: Read a chunk of text silently

- ◆ Students read silently down to a point that you have determined
- ◆ Fast finishers do not read on - they silently prepare for Step Two

Step 2: Detailed Retelling

"Have we got the message right"

- ◆ Students take turns -A student reads aloud one sentence and then starts with "I think that means..." attempting to retell that sentence in his/her own words. Another student follows this routine with the next sentence.
(See page 55 for a transcript of a lesson)
- ◆ Spend plenty of time getting this routine right before adding in the Deep Five strategies.

Step 3: Add to the Story Web

"What new information have we found out about the story structure?"

- ◆ Students discuss story developments and add to a Story Web
(See page 65 for an example of a Story Web)

Now you are ready for the next chunk of text - back to Step 1

Engaging for the students

This is an exciting process to use - you can see your reluctant readers "waking up" before your eyes as they become active processors of the text.

- ◆ Students move from being passive participants to active readers as they are required to take responsibility for making meaning.
- ◆ The Three Steps keeps the discussion and the lesson on track.
- ◆ Students unpack the text ... you oversee the process

A proven process that delivers results

This is an instructional process that has been developed over the last five years and is now used extensively in schools. There is now significant data available on its success in raising the understanding of text for all readers - proficient and struggling.

See pages 55-63 for further details - video clips available from www.handyres.com

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand the text

STEP ONE

A chance to read the paragraph silently and to practice using reading strategies to understand what the text says.

STEP 2 : Detailed Retelling

Start with

"I think that means"

Check whether you understand the message by putting it in your own words

STEP TWO

Part 1: Put each sentence in our own words using "I think that means ..." to make sure the readers are getting the right message

SENTENCE LEVEL
COMPREHENSION

Use the "DEEP FIVE" COMPREHENSION STRATEGIES to overcome roadblocks

1. Make a connection to something you know
"I know that because . . ."
2. Visualise what the words are saying
"I have a picture in my head of . . ."
3. Make a connection to something else in the text
"In the last paragraph it said that . . ."
4. Ask questions about the information
"I wonder why . . . ?"
5. Form an hypothesis about what is going on
"I think this is because . . ."



STEP TWO

Part 2: Once the readers are fluent with the "I think that means..." routine, start to teach them to use the "Deep Five" strategies

STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting

Who Where When

Problem

A conflict for the characters

Feelings

How the characters FEEL about the problem

Action

What the characters DO to try to solve the problem

Outcome

How it all works out

Theme

*Why did the author write this story?
What does this story tell us about the way
people think, feel, and act.*

TEXT LEVEL "Big Picture"
COMPREHENSION

STEP THREE

Now that the information in the chunk of text has been properly processed in Step 2, look at the big picture. What new developments are there in the story? What new information can be added to the story web?



FOLLOW UP ACTIVITIES

using Bloom's Taxonomy

Each story selected from the School Journals for this resource has a set of follow-up activities (see example on next page). These activities are intended to be used after the students have been guided through the text in a small group.

An organisational necessity

- ◆ With students working independently on these activities you can focus on your instructional groups.
- ◆ Activities are designed as individual tasks to help create that quiet work focus you need to concentrate on groups, but they can be adapted to co-operative activities if you feel your classroom organisation and work ethic allows for it.

All the hard work has been done for you

- ◆ There is a huge amount of follow-up work included in each worksheet.
- ◆ Once the activities have been taught there is continuity from story to story; you are not having to teach lots of new activities. The challenge for the student comes from applying the known activity to a new story context.

High value activities - something for everyone

- ◆ Activities range from low level, literal responses (security for those who lack confidence) to high level analysis, synthesis, and evaluation tasks. Your top end learners will love these.
- ◆ Many activities allow for a visual or written response to motivate your reluctant writers

An important part of Comprehension Strategy Instruction

- ◆ The higher level thinking skills of application, analysis, synthesis, and evaluation are important comprehension strategies in their own right.
- ◆ See page 54 for more information about this.

SUGGESTIONS FOR USING THESE ACTIVITIES

- ◆ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results. Use pages 64-67 to help you with this.
- ◆ Don't expect students to do them all
 - allow choice; they will find that very motivating
- ◆ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
 - For example 1=had a go,
 - 3=completed task according to agreed criteria
 - 5=something extra-went beyond the requirement
 - Each activity can be rated 3 times - self, buddy, teacher (has the final say)
- ◆ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

See pages 64-67 for exemplars of some of the activities

FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills



Set 6:4 ACTIVITIES

School Journal
Part 4 Number 1 2005

KNOWLEDGE - What are the facts

1. Make a list of the two main characters in this story and all the facts you can find out about them. Show the information you have found on a **CHARACTER WEB** for each character.

BLOOM'S LEVEL ONE
Finding Facts

COMPREHENSION - Show that you understand the story

2. Draw a picture to show you understand how the trading of phobias happened.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what it means. Write down why you think that author has used each of these words.

BLOOM'S LEVEL TWO
Showing understanding
Checking new words

APPLICATION - Using what you know from the story

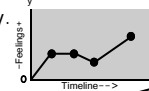
4. You are the storyteller and you are desperate to find the man from the phobia shop. Make a WANTED poster that could be placed on community notice boards and in shop windows to try and find him.

A WANTED poster should have a picture and a clear description of the wanted person, why they are wanted, your contact details if anyone knows where the wanted person can be found, and a reward for information.

BLOOM'S LEVEL THREE
Using information

ANALYSIS - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how the storyteller is feeling during the story.
The y axis should show feelings : 0 = feeling bad ----> feeling really good.
The x axis should be a timeline : 0 = beginning of the story ----> end of the story.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this already during the reading
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

BLOOM'S LEVEL FOUR
Analysing a character
Creating a STORY WEB

SYNTHESIS - Coming up with new ideas

7. Rewrite part of the story from the point of view of the man who owned the Phobia Shop. Here are some suggestions
 - ♦ The storyteller comes into his shop - his first customer!
 - ♦ Deciding to close the shop - Why? Where will he go to next?
8. The phobia shop is reopening and you are in charge of an advertising campaign to make sure that this time it is a success. This should include at least the following ...
 - ♦ A Phobia Shop business card with a logo and details about where the shop is.
 - ♦ A flyer to be delivered to all the houses in your neighbourhood.

A good flyer should have an eye catching title, pictures and information about the products, and a sales pitch to get people to the shop. Include the logo in your flyer.

BLOOM'S LEVEL FIVE
Another point of view
Some creative fun

EVALUATION - Seeing both sides

9. *"Swapping one phobia for another is a good idea"*
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

BLOOM'S LEVEL SIX
Weighing up an issue
Critiquing the story

EVALUATION - How good is this story

10. Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)
 - ♦ **CHARACTERS** - Has the author created interesting characters? How?
 - ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
 - ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
 - ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

STORY SUMMARY

Luisa's friend has lots of nice things and Luisa is feeling envious. Mum comes up with a 'weird rule' to show Luisa that you don't have to have nice things to be special. Luisa and her sister think this is great and the problem appears to be solved. But then Dana and her mum visit and Mum has her own doubts when she has to face up to Dana's well dressed mum.

SPECIAL FEATURES

- A more complex story structure - the problem surfaces at two levels; for Luisa and then her mother.
- The humour generated by the 'weird rule' and Mum's 'extra large bottom'.
- A familiar problem which all readers can relate to - possibly girls more so than boys.

LEARNING OUTCOMES choose from the list on page 54 according to the needs of your students

BEFORE READING DISCUSSION**1. Accessing prior knowledge and personal experiences**

Discuss what the students think makes their family special. (Be sensitive to family backgrounds).

2. Clues from the title

IN AND OUT THE WINDOW - what clues are there in this title?

Brainstorm possible characters and story problems.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

STEP 1: Read Silently

Make sure you understand all the information

STEP 2: Detailed Retelling

Use "I think that means ..." and the DEEP FIVE comprehension strategies

STEP 3: Add new information to your story web (see suggestions below)

Setting: Luisa's home.

Characters: Luisa, Tania her younger sister, Mrs Moses (mother)
Dana (Luisa's friend), Mrs Leilani (Dana's mother).

Problem: Luisa's friend Dana has lots of nice things.

Feelings: She feels disappointed with what her family has.

Action: Mum makes up a 'weird rule' to make everyone feel special.
The girls think this is great.

Outcome: Luisa isn't worried about the problem any more.

Dana and her mum come to visit and they agree that there is something special.

Theme: Feeling special is not just about having lots of nice things.

AFTER READING DISCUSSION - Story Evaluation

How good is this story? Some possible responses (Follow-up Activity 10 - see page 67)

Characters: Mum is an interesting character with her 'weird rules'.

Story Structure: The problem (Luisa feeling bad) and Mum's solution (weird rules) is not very clearly stated.

Language Features: Author uses dialogue to describe the action. Humour - "Mum's extra large bottom".

Theme: A familiar problem for children and adults but the message is not very clear.

FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

IN AND OUT THE WINDOW

BY JILLIAN SULLIVAN



Set 5:1 ACTIVITIES

School Journal
Part 3 Number 1 2005

KNOWLEDGE - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**. Put the character's name and a drawing of them at the centre of the web.

COMPREHENSION - Show that you understand the story

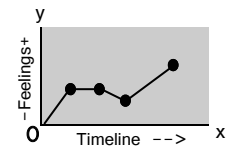
2. "I can't face going out that window to meet them." What did Mum mean when she said this? Write down at least one quote from the story to support your answer.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what the word means. Write down why you think the author has used each of these words.

APPLICATION - Using what you know from the story

4. Make up a Weird Rules notice to put outside Luisa's house explaining what the weird rule was and why it had to be followed.

ANALYSIS - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how Luisa is feeling during the story.
The y axis should show feelings : 0 = feeling bad ----> feeling really good.
The x axis should be a timeline : 0 = beginning of the story -----> end of the story.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



SYNTHESIS - Coming up with new ideas

7. Think about what Dana and her mother talked about on the way home from Luisa's house.
 - ◆ Write scripts for 2 different conversations that they might have had.
 - ◆ Practise these as role plays with a buddy and ask if you can present them to the class.
8. Make up some weird rules for your family that will make everyone feel special. Draw pictures to show what your family will have to do and explain why this will help them feel "special".

EVALUATION - Seeing both sides

9. "*Luisa's family was more special than Dana's*"
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

EVALUATION - How good is this story

10. Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)
 - ◆ **CHARACTERS** - Has the author created interesting characters? How?
 - ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
 - ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
 - ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

STORY SUMMARY

The storyteller's dad is a doctor who is blamed for the death of a baby girl during a stomach operation. The family has to deal with feelings of guilt and the unwanted attention from the media as they wait for the medical inquest to take place. At last the day arrives and Dad is found to be not responsible, but things will never be quite the same again.

SPECIAL FEATURES

- The problem is clearly stated in the first line.
- A flat storyline; sombre mood as a family has to deal with a very difficult situation.
- A mature theme - understanding an adult problem through the eyes of a child.

LEARNING OUTCOMES choose from the list on page 54 according to the needs of your students

BEFORE READING DISCUSSION

- 1. Accessing prior knowledge and personal experiences**
Discuss making mistakes and feeling bad about it.
- 2. Clues from the title**
DOCTOR IN THE HOUSE - what clues are there in this title?
Brainstorm possible characters and story problems.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

STEP 1: Read Silently

Make sure you understand all the information

STEP 2: Detailed Retelling

Use "I think that means ..." and the DEEP FIVE comprehension strategies

STEP 3: Add new information to your story web (see suggestions below)

Setting: At home and at school.

Characters: The storyteller (a young girl), Dad (a doctor), Mum, Timothy (Dad's lawyer).
Minor characters - Gaby Wells (the baby), Anna Simons (cousin of the baby), Danielle (friend at school).

Problem: A baby died and the storyteller's dad was blamed for her death.

Feelings: The storyteller was very upset. Dad wasn't sleeping much and lost lots of weight.

Action: There was a medical inquest to determine who was to blame.

Outcome: The tribunal decided Dad wasn't to blame but it seems that Dad will never get over it completely.

Theme: Dealing with mistakes.

AFTER READING DISCUSSION - Story Evaluation

How good is this story? Some possible responses (Follow-up Activity 10 - see page 67)

Characters: Good development of the characters because of their reactions to a serious problem.

Story Structure: Clearly stated problem. The tension rises waiting for the outcome of the inquiry. A flat ending (having to live with the consequences) but realistic.

Language Features: Sombre mood throughout because of the problem - "Dad was slouching ... Dad never slouches ... panic rising in my chest ... I sank into a chair ... like wading through hair gel ... clutching a cushion, blinking away tears ... I bawled for all of us ... I don't think he'll ever get over what happened ... a bit of my dad died too."

Theme: Very strong theme - dealing with mistakes - well supported by the writing style.

FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

The Lesson

DOCTOR IN THE HOUSE

BY ANNA KENNA



Set 8:5 ACTIVITIES

School Journal
Part 4 Number 3 2006

KNOWLEDGE - What are the facts

1. Make a list of the characters in this story and all the facts you can find out about them. Choose two characters and show the information you have found on a **CHARACTER WEB** for each character. Draw a picture of them at the centre of their web.

COMPREHENSION - Show that you understand the story

2. Find as many quotes as you can from the story that tell you that Dad was upset about what had happened. Write them down. Explain briefly why you have chosen each one.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what the word means. Write down why you think the author has used each of these words.

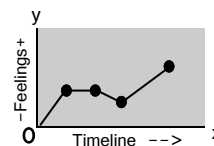
APPLICATION - Using what you know from the story

4. You are one of the parents of the baby who died. Write a letter to Dad explaining how you feel now that the inquiry is over.

ANALYSIS - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how the storyteller is feeling during the story.

The y axis should show feelings : 0 = feeling bad ----> feeling really good.
The x axis should be a timeline : 0 = beginning of the story ----> end of the story.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

SYNTHESIS - Coming up with new ideas

7. "I don't think he'll ever get over what happened."
Write the next chapter in this story. Come up with some event which does help Dad to get completely over what happened and allow life to return to how it was before the baby's death. Try to write your chapter in the same style as the author **OR** present it as a comic strip.
8. Design an early warning system for detecting news cameramen lurking around the storyteller's house trying to get photographs of her dad.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATION - Seeing both sides

9. "Dad shouldn't let what happened change his life"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

EVALUATION - How good is this story

10. Give this story a rating out of 5 for each of the following criteria (1= weak, 5 = excellent)

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.