

GUIDED SILENT READING BOOK 9

CONTENTS

TEACHING NOTES

- 1** Lesson Planning 4
- 2** Comprehension Strategy Instruction 6
- 3** Follow-up Activities 8

SET 1 : Instructional Reading Age 7-8 years

- 1:1** **The Blink-off** by Sharon L. Norris 12
School Journal Part 1 Number 5 2004
- 1:2** **Listen Up** by David Hill 14
School Journal Part 1 Number 4 2006
- 1:3** **What do you want for dinner?** by Tadpole 16
School Journal Part 1 Number 4 2006
- 1:4** **Kissing Frogs** by Bill Nagelkerke 18
School Journal Part 1 Number 4 2005
- 1:5** **Fast Feet** by Lisa Fuemana-Foa'i 20
School Journal Part 1 Number 4 2003

SET 2 : Instructional Reading Age 8-9 years

- 2:1** **Monster on the Motorway** by Anne McDonell 22
School Journal Part 1 Number 5 2003
- 2:2** **The Best Camping Place in the World** by Tadpole 24
School Journal Part 1 Number 2 2005
- 2:3** **Paul and the Pukeko** by Elizabeth Pulford 26
School Journal Part 1 Number 3 2005
- 2:4** **Boring Street** by David Hill 28
School Journal Part 2 Number 2 2005
- 2:5** **A Helping Hand** by Linda Dawley 30
School Journal Part 2 Number 3 2005

SET 3 : Instructional Reading Age 8½-9½ years

- 3:1** **There's a Boy Under the Bed!** by Sian Burling-Claridge 32
School Journal Part 1 Number 5 2005
- 3:2** **Eating Worms** by Christine Larsen 34
School Journal Part 1 Number 1 2006
- 3:3** **Stepping Out** by David Hill 36
School Journal Part 2 Number 3 2006
- 3:4** **Porotaka** by Maria Samuela 38
School Journal Part 2 Number 3 2005
- 3:5** **First Hunt** by Amanda Jackson 40
School Journal Part 2 Number 2 2004

SET 4 : Instructional Reading Age 9-10½ years

- 4.1** **Goggles** by Rachel Hayward 42
School Journal Part 2 Number 1 2003
- 4.2** **Summing up Dad** by Desna Wallace 44
School Journal Part 2 Number 3 2006
- 4.3** **The Scrammer** by Bill Nagelkerke 46
School Journal Part 2 Number 1 2005
- 4.4** **The Wonderful Washing Machine** by Sharon Stratford 48
- 4.5** **High Lights** by David Hill 50
School Journal Part 2 Number 4 2004

APPENDIX : Additional teaching notes and charts 53-63



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?
- ◆ What has the author done to make this a good story?
 - a gentle start to story analysis

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 then Step 3: Story Webbing.

LESSON PLAN for each story

Set 2:5 LESSON PLAN

RA 8-9 years SJ Part 2 Number 3 2005

A HELPING HAND

by Linda Dawley

STORY SUMMARY

A game of softball turns into a frightening experience for Michelle when she misses the ball and has to retrieve it from a paddock containing a very large and grumpy bull.

SPECIAL FEATURES

- A first-person narration of an event with a problem and a very tense climax / resolution.
- Strong literary devices used to convey tension in the second half of the story.
 - Short sentences - "One foot. The other foot. One step. Another step."
 - Colourful verbs - rustled, ooze, pawed, lunging, scrambling, heaved, trembling
 - Imagery - "fear began to ooze out of my skin", "my eyes were glued to the bull", "the ground rose up to meet me", "as if their feet had sprouted roots"

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

LEARNING OUTCOMES choose from the list on page according to the needs of your stu-

PREREADING DISCUSSION

1. Accessing prior knowledge and personal experiences

Share experiences about being really scared. How did you feel? How did your body react to being really frightened?

2. Clues from the title

A HELPING HAND - what clues are there in this title?
Brainstorm possible characters and story problems.

Question prompts to access prior knowledge and experiences

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 the Story Structure (see suggestions below)

Setting: Karl and Sarah's place (a farm).

Characters: The storyteller (Michelle), Karl and Sarah (brother and sister), Kevin (another friend).

Problem: Michelle had to go into the bull paddock to get the softball.

Feelings: She is very frightened but didn't want to admit she was scared.

Action: When the bull charges she freezes, unable to move. Her body takes over and she runs.

Outcome: She gets over the fence all by herself.

Theme(s): Don't put yourself in danger because you are afraid of what others will think of you.
When you are frightened you can do things you couldn't normally do.

The Three Steps helps the reader process the text properly

Prompts for the teacher:
Suggestions for the Story Web

AFTER READING DISCUSSION - Story Evaluation:

"What has the author done to try and make this a good story?"

Possible Responses: Great description of the bull chasing Michelle - lots of imagery, describing words - made it very exciting and scary. I felt like it was happening to me .

"What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 9)

Some suggestions to prompt evaluation of the story after reading

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

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



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)
- ◆ As the students become fluent with this routine, they are shown how to include 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

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.
- ◆ 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.

FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills

A Helping Hand

by Linda Dawley



Set 2:4 ACTIVITIES

School Journal
Part 2 Number 3 2005

KNOWLEDGE - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.

BLOOM'S LEVEL ONE
Finding Facts

COMPREHENSION - Show that you understand the story

2. What did Karl mean when he said "That's your question answered" ?
3. Choose 3 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.


BLOOM'S LEVEL TWO
Showing understanding
Checking new words

APPLICATION - Using what you know from the story

4. Make a sign to go on the gate to the bull paddock, warning people about the behavior of this bull.
Your sign should have words and pictures to get attention.
5. Write a poem or a rap song about Michelle's time in the bull paddock.

BLOOM'S LEVEL THREE
Using information

ANALYSIS - Windows into the story

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

BLOOM'S LEVEL FOUR
Learning to analyse
a story

SYNTHESIS - Coming up with new ideas

7. Design something that you could wear into the bull paddock to protect you from the bull, or some sort of invention that could get the ball back without having to go in the paddock at all.
Label your drawings or write descriptions to explain your interesting ideas

BLOOM'S LEVEL FIVE
Some creative fun

EVALUATION - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being brave and taking dangerous risks.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

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

Set 1:1 LESSON PLAN

THE BLINK-OFF

RA 7-8 years SJ Part 1 Number 5 2004

by Sharon L. Norris

STORY SUMMARY

Jon is the Blink-master. No one can beat him in a blink-off. But sister Sally knows something that Jon doesn't and she sets him up with a blink-off against Snowball the cat. Snowball wins and Jon is disgusted that he was beaten by a cat. And then he finds out that cats don't blink.

SPECIAL FEATURES

- Repetition (the blink-offs) provide support for the reader.
- Use of bold text for effect.
- No imagery. Little vocabulary challenge.

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 brothers, sisters, friends who are show-offs. What do you do about it?

2. Clues from the title

THE BLINK-OFF - 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

Characters: Jon and his sister Sally, Paul their friend, Snowball their cat.

Problem: Jon thinks he is the Blink-master and no one can beat him.

Feelings: Sally and Paul are sick of Jon showing off.

Action: Sally arranges a blink-off between Jon and Snowball the cat.

Outcome: Snowball wins because cats don't blink.

Theme(s): Taking down a show-off

AFTER READING DISCUSSION

Story Evaluation: "What has the author done to try and make this a good story?"

Possible Responses: It was good the way they tricked Jon.
The bold text built up the tension of the blink-off.

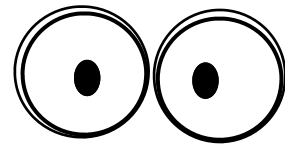
"What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 9)

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 BLINK-OFF

BY HARON L NORRIS



Set 1:1 ACTIVITIES

School Journal
Part 1 Number 5 2004

KNOWLEDGE - What are the facts

1. Make a list of the different people who took part in the Blink-off.


COMPREHENSION - Show that you understand the story

2. Why did Sally say "The Blink-master's got to go!" ?
3. Choose 3 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.

APPLICATION - Using what you know from the story

4. Make a poster advertising the great Blink-off Competition to find someone to beat Jon the Blink-master.
Remember a poster should have a title, some information, and drawings.
5. Write a poem or rap song about Snowball the cat who out blinked Jon the Blink-master.

ANALYSIS - Windows into the story

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

SYNTHESIS - Coming up with new ideas

7. Design a piece of equipment that would help you keep your eyes open and allow you to become the Blink-master.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATION - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having competitions like the Blink-off with your friends.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

STORY SUMMARY

Ryan's dad is determined to win the Illuminated Homes competition this Christmas. His reindeer looks great until a series of unfortunate events drastically alters the original design. All is not lost - the judges love it !

SPECIAL FEATURES

- The use of puns and double meanings in the text - The title "High Lights" , "Is that rain dear? Not quite...its reindeer" and "black power".
- Authors effective use of simple sentences - the seagulls flapped off, the wind kept rushing all night.
- Alliteration - "the bent and buckled back bit..." and "the flat and floppy front bit..."
- The ending has to be read carefully to get the reason why the judges like Dad's reindeer design - they thought it was meant to be a kiwi.

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

PREREADING DISCUSSION

1. Accessing prior knowledge and personal experiences

Discuss students experiences with decorating houses with lights at Christmas.

2. Clues from the title

HIGH LIGHTS - what clues are there from this title?" -
Brainstorm possible problems, settings, characters

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 FVE comprehension strategies

STEP 3: Add new information to your Story Web (see suggestions below)

Setting: At home.

Characters: Dad, Ryan, Dad's girlfriend Wendy, the electrician from Thunderbolt Energy, the judges.

Problem: Dad wanted to win the Illuminated Houses competition.

Feelings: He was confident that his reindeer was going to win.

Action: Seagulls and a storm made some changes to the original design.

Outcome: Dad's 'kiwi' won the competition.

Theme: Things don't always turn out the way you plan.

AFTER READING DISCUSSION - Story Evaluation

"What has the author done to try and make this a good story?"

Possible Responses: Humour - the play on words.

Dad is always messing things up - he set fire to the chimney last year - but this time it works out.

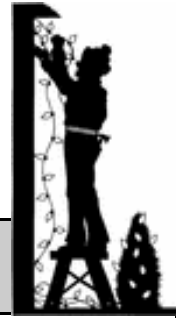
"What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 9)

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

High Lights

by David Hill



Set 4:5 ACTIVITIES

School Journal
Part 2 Number 4 2004

KNOWLEDGE - What are the facts

1. Make a list of the things that happened to Dad's reindeer.


COMPREHENSION - Show that you understand the story

2. What did the judges think that Dad's reindeer was? Explain your ideas.
3. Choose 3 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.

APPLICATION - Using what you know from the story

4. Make a poster advertising the Illuminated Homes competition. Include all the information you can find in the story - who is running the competition and what the judges are looking for.
Remember a poster should have an eye catching title, information, and drawings
5. Write a poem or a rap song about Dad's surprise reindeer.

ANALYSIS - Windows into the story

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

SYNTHESIS - Coming up with new ideas

7. Make a plan for lighting up your own house for Christmas. Make sure it is very original and the best in the street.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATION - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about lighting up houses for Christmas.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story