

# GUIDED SILENT READING

*Using non fiction text*

BOOK TWELVE

Part 3 and 4 School Journals 2005-2010



Hilton Ayrey

sample eBook

# GUIDED SILENT READING BOOK 12

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# 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 article 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 5**



## **FOLLOW UP ACTIVITIES using Bloom's Taxonomy**

### **Independent activities to develop high order 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 6**



# 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.

### **ARTICLE SUMMARY and SPECIAL FEATURES**

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

### **LEARNING OUTCOMES and SUCCESS CRITERIA**

Select from the list on page 49 according to the needs of your students. Easy to link to the Achievement Objectives in the English curriculum.

### **BEFORE READING DISCUSSION**

Orientate your readers to the article - engage the brain.

Prompts to

- ◆ Activate prior knowledge and personal experiences
- ◆ Introduce unfamiliar concepts that readers will come across in the article
- ◆ Look for 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 article has been properly processed, time to

- ◆ Reflect with the group on the relevant success criteria from your LOs
  - how well are they using the comprehension strategies?
- ◆ What has the author done to make this a good article?
  - developing the language and the ability to critique the article genre

### **IMPORTANT CONSIDERATIONS**

There is a huge amount of strategy teaching and practice outlined in these lesson plans, covering Stage 3, Stage 4, Stage 5B, and Stage 6 of our Comprehension Strategy Instruction programme (CSI ONLINE). These are developmental stages and fluency needs to be developed with each stage before moving on to the next stage. For more information about our CSI ONLINE training programme that teaches you how to develop each of these stages with your students, visit our website [www.handyres.com](http://www.handyres.com) or email us at [info@handyres.com](mailto:info@handyres.com).

# 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.

### 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.

### Easy to understand and put into practice

Have a go at using the three steps with our introductory strategy "I think that means..." (CSI Stage 3) - see how it feels and how the students respond.

### THE THREE STEPS - an outline for non fiction 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.

#### Step 3: Clear the Roadblocks

- ◆ Now is the time to clear up misunderstandings (roadblocks) that may have become apparent during the students unpacking of the text in Step 2.

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

### 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 the full training programme CSI ONLINE at [www.handyres.com](http://www.handyres.com)



# **FOLLOW UP ACTIVITIES**

## **using Bloom's Taxonomy**

Each article 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 article to article. You do not have to teach lots of new activities. The challenge for the student comes from applying the known activity to a new article context.

### **High value activities - something for everyone**

- ◆ Activities range from low level, literal responses (security for those who lack confidence) to high level analysing, creating, and evaluating 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 applying, analysing, creating, and evaluating are important 'after reading' comprehension strategies in their own right.

## **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 requirementEach 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.

# Set 5:1 LESSON PLAN

RA 9½-10½ years SJ Part 3 Number 2 2006

# Tigers on the Prowl

by Despina Rosales

## ARTICLE SUMMARY

This article conveys the power and strength of these wonderful animals and the threat of extinction that they face.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web.

**Introduction** - sets the scene - introduction to a very big cat!

**Body of Text** - paragraphs headings provide structure and direction to the information.

**Conclusion** - no concluding statement.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Tigers on the Prowl"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about tigers.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph)...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The author uses humour - "Phew - seriously huge kitty litter box". That got me interested.

*"Was the information written in an interesting way?"*

Possible response: There was a very vivid description of the kill - lots of detail. Comparing things to what I already know made it interesting - I could understand it better. "Talk about a cat with a big appetite" - humorous. The writing has an informal style - chatty - not like an information report.

*"Was the information well organised in clear sections?"*

Possible response: There were good headings.

*"Was there an effective conclusion?"*

Possible response: No wrap-up. I was a bit disappointed with the way it ended.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### The Cat of Cats (page 24a)

- biggest
- 4 metres
- 300 kg
- litter box?

#### A cat with duck's feet

- (page 24b)
- excellent
  - webbing
  - dog paddle
  - like water

#### Taking the leap

- (page 25)
- stalk
  - surprise
  - small - front
  - large - behind
  - neck
  - 10 metres - 20 people

#### The meal begins

- (page 26)
- strong jaw
  - 13 men
  - screened area
  - legs first
  - returns - leaves nothing
  - 10-45 kg

#### Close to extinction (page 27)

- forest, jungle
- swamp, reeds, grass, caves
- 8 subspecies
- endangered
- 6,000 - 1500 in captivity
- wild - 10 yrs
- captivity - 20 yrs
- territory gone
- poaching - coat, bones, eyes

## 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

# TIGERS ON THE PROWL



BY DESPINA ROSALES

## Set 5:1 ACTIVITIES

School Journal  
Part 3 Number 2 2008

### REMEMBERING - What are the facts

1. How big are the largest male tigers?
2. How is the tiger very different to from most of the other members of the feline (cat) family?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw diagrams with labels to show you understand the two different approaches tigers use when attacking small and large prey.

### APPLYING - Using what you read in the article

5. Design a poster to convince poachers to stay away from tigers. You can tell them about the problems of extinction or try to scare them off with facts about how big and fierce tigers are.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Tigers on the Prowl* to summarise the information in this article. This will help you understand how the article has been organised by the author and is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design some tiger adaptations that would protect them from poachers or frighten them away.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"If tigers are so valuable then hunters should be allowed to hunt them"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 5:2 LESSON PLAN

RA 9½-10½ years SJ Part 3 Number 3 2007

# Tuitui Shampoo

by Jill MacGregor

## ARTICLE SUMMARY

This article describes the traditional method of making a natural hair shampoo from the nuts of the native tuitui tree in Tonga.

## TEXT STRUCTURE

A sequential text structure (a series of events that occur over time) which can be shown as a time line or a flow chart - Activity 6. See pages 50 and 51 for examples of a time line and a flow chart.

**Introduction** - sets the scene - explains the traditional shampoo made from tuitui nuts

**Body of Text** - paragraphs provide the steps in the shampoo making process.

**Conclusion** - the girls use the shampoo to wash their hair - reflective statements - "Her hair is now clean and shiny. It smells fresh and fragrant... 'My turn' says Pepe."

**LEARNING OUTCOMES** choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Tuitui Shampoo"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about making shampoo.  
What are the ingredients?

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Washing hair in Tonga (page 28)

- tuitui nuts
- falekaloa (shop)

#### The nuts (page 29a)

- old tree
- windy night
- leathery grey-green
- golf balls
- husk
- 2 hard-shelled nuts
- creamy-white waxy kernels

#### Uses of Tuitui nuts (page 29b)

- plenty
- designs
- oil
- coconut cream
- massages
- dance
- baby bathing

#### Making shampoo (page 30 & 31a)

- peel
- crack nuts
- knife - kernels
- dry
- perfumed leaves
- mix
- chew
- squash

#### Washing hair (page 31b)

- massage
- squeaks
- rinses
- comb

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

"Was there a hook in the introduction?"

Possible response: Introduction to real kids is a hook.

"Was the information written in an interesting way?"

Possible response: Clear instructions - I could understand what they were doing.

"Was the information well organised in clear sections?"

Possible response: No headings but it was step by step through the process.

"Was there an effective conclusion?"

Possible response: Nice ending. The other girl wanted to have a turn.

### 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

# TUITUI SHAMPOO

BY HILL MACGREGOR



## Set 5:2 ACTIVITIES

School Journal  
Part 3 Number 3 2007

### REMEMBERING - What are the facts

1. Make a list of all the ingredients that are used when making tuitui shampoo.
2. Make a list of all the other things that tuitui nuts are used for.

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw diagrams with labels to show you understand how the girls get the husks off the nuts and then open the nuts.

### APPLYING - Using what you read in the article

5. Design a poster advertising the benefits of the girls' wonderful tuitui shampoo made from natural ingredients and with no artificial additives.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *Making Tuitui Shampoo* to show all the steps described in the article. This is a good activity to help you sort through and remember the information.

### CREATING - Coming up with new ideas

7. Design your own special super shampoo from ingredients that you can find around you. You need to list the ingredients, explain how it is made, and the special effects it has on hair.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Shampoo made from natural ingredients is much better than what you buy in the supermarket"*  
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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 5:3 LESSON PLAN

RA 9½-10½ years SJ Part 3 Number 3 2006

# Finding China

by Eva Wong Ng

## ARTICLE SUMMARY

Eva Wong Ng describes the six weeks she spent at school in China when she was 11 years old. Interesting insights into school life in China for a young person on their own.

## TEXT STRUCTURE

A descriptive text structure (information about a topic - school life in China - which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web.

**Introduction** - the author introduces herself and sets the scene - "How did this come about?"

**Body of Text** - paragraph headings provide signposts to the different subtopics in the article.

**Conclusion** - "Looking Back" provides a reflective statement about Natalie's experience.

**LEARNING OUTCOMES** choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Finding China"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students personal experiences living in other cultures and their knowledge about life in China.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

**Natalie Grace Ling-Yun** (page 9)

- Dunedin
- 11 - China solo
- 6 weeks school

**How it began** (page 10)

- Dad Chinese - friend's idea
- dubious - excited

**The School** (page 11a)

- bilingual - modern
- huge grounds
- 2000

**The Dormitory** (page 11b)

- 12 in dormitory - giant?
- Shanghai - working parents
- 1 child
- dorm mum - grumpy
- winter - cold
- heated - open window
- no privacy
- friendly - Sophie

**Schoolwork** (page 12)

- breakfast 6.30am - school 7am-5pm
- 12 boys 12 girls
- old fashioned - goals
- memorise - punished
- PE - 100 press-ups, sit-ups, 50 laps
- swimming pool

**Food** (page 14a)

- didn't like
- breakfast bun, veges, meat
- lunch - rice, prawns, pork, veges
- dinner - soup, rice, veges, meat
- chocolate drink, banana, orange

**Homesick** (page 14b)

- 1st week happy
- novelty
- stared at toll bill

**Looking Back** (page 15)

- enjoyed it
- work harder
- respectful
- grew up

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: Just an introduction. There was no hook and I thought it could be a bit boring at first. There was a question "How did this come about?" which got me interested.

*"Was the information written in an interesting way?"*

Possible response: The information was interesting because things are done differently in China. There was nothing special about the way the article was written.

*"Was the information well organised in clear sections?"*

Possible response: The headings were helpful. I knew what was coming next.

*"Was there an effective conclusion?"*

Possible response: She summarised how she felt about the experience - wrapped it up well.

### 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

# FINDING CHINA

by Eva Wong Ng



## Set 5:3 ACTIVITIES

School Journal  
Part 3 Number 3 2006

### REMEMBERING - What are the facts

1. What time did Natalie's school start and finish in China?
2. Make a list of the different foods that Natalie had to eat while she was in China.

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram with labels of the school dormitory that Natalie lived in while she was at school in China using the information that is given in the article.

### APPLYING - Using what you read in the article

5. Design a poster to encourage other New Zealand students to go to a Chinese school for six weeks as Natalie did and experience what life is like in a very different culture.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *School in China* to summarise the information in this article about Natalie's experience in a Chinese school. This will help you understand how the article has been organised by the author and is also a good way to remember information.

### CREATING - Coming up with new ideas

7. Redesign Natalie's school day in China so that it would be more fun for her and her schoolmates.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Schools in China are better than the schools in New Zealand"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 5:4 LESSON PLAN

RA 9½-10½ years SJ Part 3 Number 1 2010

# Where's Herbie?

by Marie Langley

## ARTICLE SUMMARY

Herbie the dog goes missing during a hunting trip. What follows is an unusual search and rescue operation that eventually locates the missing dog.

## TEXT STRUCTURE

The narrative format for this article means that this is a sequential text structure (a series of events that occur over time) which can be shown as a time line - Activity 6. See page 50 for an example of a time line.

**Introduction** - in the middle of a pig hunt one of the dogs goes missing. The mystery provides a hook into the article.

**Body of Text** - the article follows a narrative structure - the telling of a story - with search and rescue information added in.

**Conclusion** - the resolution of the problem - the dog is found and a week later everything is back to normal.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Where's Herbie?"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students personal experiences or prior knowledge about getting lost in the bush.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The missing dog provides a hook. I want to know what has happened.

*"Was the information written in an interesting way?"*

Possible response: It was written as a story which made it interesting. There was extra information after the story if I wanted to find out more.

*"Was the information well organised in clear sections?"*

Possible response: No headings but because it was following a story line I knew where it was going.

*"Was there an effective conclusion?"*

Possible response: It had a happy ending.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Herbie goes missing (page 2)

- bailed pig
- Herbie?
- unusual

#### Where is Herbie? (page 3)

- pig to the truck
- tracking collars
- strange signal
- went home

#### Next day- another search (page 4a)

- strange signals
- gave up

#### Steve is busy (page 4b)

- dairy factory
- farmer
- 2 days - factory
- no sign

#### Day 4 - search (page 4c)

- tomo
- fallen
- torch
- back home

#### Day 5 - Herbie is alive (page 6)

- stronger torch, wife, rope, dog food
- lowered
- alive
- ledge
- lowered food
- got help
- climbers

#### Day 6 - The rescue (page 7a)

- climbing gear
- 15 metres
- harness
- another 30 metres
- lucky

#### Back to normal (page 7b)

- long pee
- no injuries
- a week

## 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

# Where's Herbie?

by Marie Langley



## Set 5:4 ACTIVITIES

School Journal  
Part 3 Number 1 2010

### REMEMBERING - What are the facts

1. How does Steve keep track of his dogs while they are hunting?
2. How deep was the tomo that Herbie fell down?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram with labels to show what had happened to Herbie and how he was rescued.

### APPLYING - Using what you read in the article

5. Design a poster warning hunters about the 'tomos' or sinkholes that are on Takaka Hill and the danger they can be to humans and their dogs.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a TIME LINE titled *Where's Herbie* from the time he went missing until a week after he was rescued. This is a good activity to help you sort through the information in an article.

### CREATING - Coming up with new ideas

7. Design some new equipment to warn hunters when they are approaching a concealed tomo and to help them get out if they do fall down one.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"People shouldn't go hunting in areas that are known to be dangerous"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 5:5 LESSON PLAN

RA 9-10 years SJ Part 4 Number 1 2006

# Why do I Blush?

by Julia Wall

## ARTICLE SUMMARY

An article about the physiology of blushing explaining what is going on in the body.

## TEXT STRUCTURE

A sequential text structure (a series of events that occur over time) which can be shown as a time line or a flow chart - Activity 6. See pages 50 and 51 for examples of a time line and a flow chart.

**Introduction** - the reader may identify straight away with the topic through the "Don't you hate it..." question.

**Body of Text** - paragraph outlining the phenomena and the reasons why it is happening.

**Conclusion** - A summarising statement - use what you know to minimize the effect.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Why do I Blush?" - what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students personal experiences about blushing and getting embarrassed.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Don't you hate it?

- (page 8a)
- awkward
  - red face
  - whole world

#### When does it happen

- (page 8b)
- around people
  - sensitive
  - embarrassment
  - lying

#### How does it happen

- (page 8c)
- feelings
  - brain signals
  - heart beats
  - overheat

#### Preparing for fight or flight

- (page 9a)
- body's response
  - cool down
  - capillaries
  - surface - red

#### Not really a danger

- (page 9b)
- normal behaviour'
  - normal colour

#### Use what you know

- (page 9c)
- think - capillaries
  - distraction

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: "Don't you just hate it ..." is a good hook.

*"Was the information written in an interesting way?"*

Possible response: It was short, not drawn out. Some of the ideas were quite difficult to understand - technical.

*"Was the information well organised in clear sections?"*

Possible response: No headings but it was short enough to keep track of what was coming next.

*"Was there an effective conclusion?"*

Possible response: It was a good conclusion - it summarised the information and gave a suggestion that might help next time I blush.

## 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

# Why do I blush?

by Julia Wall



## Set 5:5 ACTIVITIES

School Journal  
Part 4 Number 1 2006

### REMEMBERING - What are the facts

1. What are the two things that the article says will cause people to blush?
2. What does the article tell you to do next time you feel yourself blushing?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Write a poem or rap song about those horrible situations where you get embarrassed and blush.

### APPLYING - Using what you read in the article

5. Design a poster explaining why people blush and what they can do about it.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *Why Do I Blush* explaining all the steps that the article says the body goes through when we get embarrassed.  
This is a good activity to help you sort and remember the information in an article.

### CREATING - Coming up with new ideas

7. Design an anti-blushing device that will help you control what is going on in your body when you get in those awkward situations and your face starts to go red.  
*Use drawings and labels to explain your interesting ideas.*

### EVALUATING - Seeing both sides

8. *"People only blush when they are feeling nervous and embarrassed"*  
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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? *Hook : Rate 1-10*
- ◆ Was the information written in an interesting way? *Writing style : Rate 1-10*
- ◆ Was the information well organised in clear sections? *Organisation : Rate 1-10*
- ◆ Was there an effective conclusion? *Wrap-up : Rate 1-10*

Give a reason for each of your ratings.

# Set 6:1 LESSON PLAN

RA 10-12 years SJ Part 3 Number 1 2006

# The Tail of the Gecko

by Marlene Bennetts

## ARTICLE SUMMARY

The short articles explains how the gecko can detach its tail and grow a new one.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web.

**Introduction** - a lead in to the geckos 'built-in safety device' - no strong hook.

**Body of Text** - paragraphs outline how the gecko uses this ability, how the tail detaches, and finishes with other uses for its tail.

**Conclusion** - No conclusion.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"The Tail of the Gecko"- what clues are there in this title? Note the pun on 'tail'

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge of geckos

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: No hook unless you are really interested in geckos.

*"Was the information written in an interesting way?"*

Possible response: It just stuck to one topic - it was short and to the point. It was more of an information report than an article - information but nothing 'chatty'.

*"Was the information well organised in clear sections?"*

Possible response: No headings but the paragraphs were about different things so it felt organised.

*"Was there an effective conclusion?"*

Possible response: No conclusion. It just ended.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### A built-in safety device

(page 20a)

- timid
- speedy
- head darting
- detachable

#### Two uses

(page 20b)

- escape
- distraction

#### How does it happen

(page 21a)

- no harm
- severed arteries
- grows back
- 2 or 3

#### Other uses (page 21b)

- balance
- rudder
- larder

## 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 TAIL OF A GECKO

BY MARLENE BENNETTS

<b>Set 6:1 ACTIVITIES</b>	<b>School Journal Part 3 Number 1 2006</b>		
<p><b>REMEMBERING - What are the facts</b></p> <ol style="list-style-type: none"> <li>1. Make a list of all the different uses the gecko has for its tail.</li> <li>2. Why does the gecko sometimes grow back 2 or 3 tails at once?</li> </ol>			
<p><b>UNDERSTANDING - Show that you understand the information</b></p> <ol style="list-style-type: none"> <li>3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.</li> <li>4. Draw diagrams with labels to show you understand how the gecko uses its tail to get away from its enemies.</li> </ol>			
<p><b>APPLYING - Using what you read in the article</b></p> <ol style="list-style-type: none"> <li>5. Design a poster especially for gecko predators warning them about all the tricks that geckos will use to get away from them. <i>A poster should have an eye catching title, information in bullet points, and illustrations</i></li> </ol>			
<p><b>ANALYSING - Organising information from the article</b></p> <ol style="list-style-type: none"> <li>6. Make an INFORMATION WEB titled <i>The Tail of the Gecko</i> to summarise the information in this article. This will help you understand how the article has been organised by the author and it is also a good way to help you remember information.</li> </ol>			
<p><b>CREATING - Coming up with new ideas</b></p> <ol style="list-style-type: none"> <li>7. Design a super, upgraded gecko with some additional body features that help it escape from the grasp of predators. <i>Use drawings and labels to explain your interesting ideas</i></li> </ol>			
<p><b>EVALUATING - Seeing both sides</b></p> <ol style="list-style-type: none"> <li>8. <i>"Geckos are very clever creatures"</i> Make a chart and list your reasons for agreeing and disagreeing with this statement.</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">I agree with this statement because.....</td> <td style="width: 50%; padding: 5px;">I disagree with this statement because.....</td> </tr> </table> <p>Share your ideas with other people in your group. Ask if you can present a short debate.</p>		I agree with this statement because.....	I disagree with this statement because.....
I agree with this statement because.....	I disagree with this statement because.....		
<p><b>EVALUATING - How good is this article?</b></p> <ol style="list-style-type: none"> <li>9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.</li> </ol> <p>Do you think this article was well written?</p> <table style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>◆ Was there a hook in the introduction?</li> <li>◆ Was the information written in an interesting way?</li> <li>◆ Was the information well organised in clear sections?</li> <li>◆ Was there an effective conclusion?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Hook : Rate 1-10</li> <li>Writing style : Rate 1-10</li> <li>Organisation : Rate 1-10</li> <li>Wrap-up : Rate 1-10</li> </ul> </td> </tr> </table> <p>Give a reason for each of your ratings.</p>		<ul style="list-style-type: none"> <li>◆ Was there a hook in the introduction?</li> <li>◆ Was the information written in an interesting way?</li> <li>◆ Was the information well organised in clear sections?</li> <li>◆ Was there an effective conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>Hook : Rate 1-10</li> <li>Writing style : Rate 1-10</li> <li>Organisation : Rate 1-10</li> <li>Wrap-up : Rate 1-10</li> </ul>
<ul style="list-style-type: none"> <li>◆ Was there a hook in the introduction?</li> <li>◆ Was the information written in an interesting way?</li> <li>◆ Was the information well organised in clear sections?</li> <li>◆ Was there an effective conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>Hook : Rate 1-10</li> <li>Writing style : Rate 1-10</li> <li>Organisation : Rate 1-10</li> <li>Wrap-up : Rate 1-10</li> </ul>		

# Set 6:2 LESSON PLAN

RA 10-12 years SJ Part 3 Number 1 2008

# King of the Hill

by Maggie Lilleby

## ARTICLE SUMMARY

This article describes the building and racing of a trolley in Nelson annual trolley derby.

## TEXT STRUCTURE

A sequential text structure (a series of events that occur over time - the planning and preparation leading up to the race day) which can be shown as a time line or a flow chart - Activity 6. final race. See pages 50 and 51 for examples of a time line and a flow chart.

The author uses a disrupted sequence - starts with the first race then flashes back to the building of the trolley and the race preparation, and ends with the

**Introduction** - straight into the first race - a strong hook with "FAST, FUN, AND ACTION PACKED ..."

**Body of Text** - paragraphs outline the motivation and the steps in building the trolley followed by the rest of the race day action.

**Conclusion** - a reflection on the outcome and plans for next year - strong wrap-up to the article.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"King of the Hill"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge / experiences of trolley making and racing.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The first sentence got my attention.

*"Was the information written in an interesting way?"*

Possible response: The author described the first race and then flashed back to all the planning and preparation. That was pretty clever.

*"Was the information well organised in clear sections?"*

Possible response: There weren't any headings but the information was clear because it followed a timeline - getting ready for the race day.

*"Was there an effective conclusion?"*

Possible response: They didn't win but the article wrapped up nicely talking about their plans for next year.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Nelson's Annual Trolley Derby (page 16)

- Damien
- Hyper Racer
- heaps

#### First Heat

(page 17)

- head first
- straight line
- 2nd place
- 45 kph

#### Why? (page 18a)

- 2 weeks
- first time
- different - fun

#### Design (page 18b)

- research
- head first
- less resistance
- stable
- traced

#### Materials (page 18c)

- frame
- wheels
- plywood

#### Steering and Brakes (page 19)

- car
- handles
- welding
- bike brake
- cable

#### Finishing touches (page 20)

- extra framing
- foam
- windshield
- drivers - ballot
- excited

#### The rest of the races (page 21)

- 2 wins
- 4th in the final
- next year

## 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

# KING OF THE HILL

By Maggie Lilleby

<b>Set 6:2 ACTIVITIES</b>	<b>School Journal Part 3 Number 1 2008</b>								
<p><b>REMEMBERING - What are the facts</b></p> <ol style="list-style-type: none"> <li>1. Make a list of all the materials they used to make the trolley.</li> <li>2. Why did they decide on a face down head first design for the trolley?</li> </ol>									
<p><b>UNDERSTANDING - Show that you understand the information</b></p> <ol style="list-style-type: none"> <li>3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.</li> <li>4. Draw your own diagram of the trolley with labels showing that you understand how it works and the materials that were used to make the different parts.</li> </ol>									
<p><b>APPLYING - Using what you read in the article</b></p> <ol style="list-style-type: none"> <li>5. Design a poster advertising Nelson's Annual Trolley Derby encouraging kids to make their own trolleys and enter the races. <i>A poster should have an eye catching title, information in bullet points, and illustrations</i></li> </ol>									
<p><b>ANALYSING - Organising information from the article</b></p> <ol style="list-style-type: none"> <li>6. Make a FLOW CHART titled <i>Preparing for the Trolley Derby</i> showing all the steps that Damien and his friends went through to get ready for the trolley derby. This is a good activity to help you sort and remember the information in an article.</li> </ol>									
<p><b>CREATING - Coming up with new ideas</b></p> <ol style="list-style-type: none"> <li>7. Design your own trolley that would be unbeatable at the Nelson trolley derby. <i>Use drawings and labels to explain your interesting ideas</i></li> </ol>									
<p><b>EVALUATING - Seeing both sides</b></p> <ol style="list-style-type: none"> <li>8. <i>"Trolley derbies are too dangerous and should be banned"</i> Make a chart and list your reasons for agreeing and disagreeing with this statement.</li> </ol> <table border="1" data-bbox="245 1496 1378 1599"> <tr> <td style="width: 50%; text-align: center;">I agree with this statement because.....</td> <td style="width: 50%; text-align: center;">I disagree with this statement because.....</td> </tr> </table> <p>Share your ideas with other people in your group. Ask if you can present a short debate.</p>		I agree with this statement because.....	I disagree with this statement because.....						
I agree with this statement because.....	I disagree with this statement because.....								
<p><b>EVALUATING - How good is this article?</b></p> <ol style="list-style-type: none"> <li>9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.</li> </ol> <p>Do you think this article was well written?</p> <table border="0" data-bbox="293 1868 1225 1989"> <tr> <td>◆ Was there a hook in the introduction?</td> <td style="text-align: right;">Hook : Rate 1-10</td> </tr> <tr> <td>◆ Was the information written in an interesting way?</td> <td style="text-align: right;">Writing style : Rate 1-10</td> </tr> <tr> <td>◆ Was the information well organised in clear sections?</td> <td style="text-align: right;">Organisation : Rate 1-10</td> </tr> <tr> <td>◆ Was there an effective conclusion?</td> <td style="text-align: right;">Wrap-up : Rate 1-10</td> </tr> </table> <p>Give a reason for each of your ratings.</p>		◆ Was there a hook in the introduction?	Hook : Rate 1-10	◆ Was the information written in an interesting way?	Writing style : Rate 1-10	◆ Was the information well organised in clear sections?	Organisation : Rate 1-10	◆ Was there an effective conclusion?	Wrap-up : Rate 1-10
◆ Was there a hook in the introduction?	Hook : Rate 1-10								
◆ Was the information written in an interesting way?	Writing style : Rate 1-10								
◆ Was the information well organised in clear sections?	Organisation : Rate 1-10								
◆ Was there an effective conclusion?	Wrap-up : Rate 1-10								

# Set 6:3 LESSON PLAN

# No More Tea Parties

RA 10-12 years SJ Part 3 Number 1 2010

by Maria Gill

## ARTICLE SUMMARY

A look at the lives of some famous chimpanzees who were trained to hold tea parties as part of the entertainment at the Auckland Zoo more than 50 years ago.

## TEXT STRUCTURE

A sequential text structure (a series of events that occur over time) which can be shown as a time line or a flow chart - Activity 6. See pages 50 and 51 for examples of a time line and a flow chart. The author uses a change of writing style, narrative at the beginning, information report in the middle, returning to narrative at the end which creates interest for the reader.

**Introduction** - the author uses a conversation between a mother and a boy as a hook into the article - narrative style.

**Body of Text** - describes the changing views about chimpanzee care in zoos over the lifetime of the tea part chimps.

**Conclusion** - The author returns to the narrative style to wrap-up the article. Includes summarising statements about Janie's behavior.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"No More Tea Parties"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about animals performing at the zoo.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: It starts off as a story - I wanted to know what a chimpanzee tea-party was all about.

*"Was the information written in an interesting way?"*

Possible response: The author uses two different styles - storytelling and report writing. That works really well at the beginning and the end.

*"Was the information well organised in clear sections?"*

Possible response: Headings made it very clear what each bit was about and what was coming next.

*"Was there an effective conclusion?"*

Possible response: It goes back to a story - I liked the change in the style of writing.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Early days

(page 16)

- 1956
- tea party chimps
- babies
- BBC TV
- Auckland zoo
- Mayor

#### At Auckland Zoo

(page 17a)

- 5,000
- behaviour
- entertaining
- 1963 - stopped
- conservation
- concrete cage
- ignored

#### Lost and Confused

(page 17b)

- 1981 - dangerous
- confused attention seeking
- long sticks
- 1884 - new enclosure
- dirty feet

#### Language problems (page 18a)

- humans
- return
- tantrum

#### Last one standing (page 18b)

- died
- thrived
- no competition
- pot belly
- hide food
- TV, books, toys, radio
- keeper

#### Zoos today (page 19 and 20)

- changes
- animals first
- stimulation
- tools
- build nests
- Janie - old 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



# NO MORE TEA PARTIES

BY MARIA GILL

## Set 6:3 ACTIVITIES

School Journal  
Part 3 Number 1 2010

### REMEMBERING - What are the facts

1. Where did the chimpanzees come from?
2. Why did Christine Tintinger say the chimps were dangerous to work with in 1981?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Explain in your own words the message that the author is trying to get across in this article.

### APPLYING - Using what you read in the article

5. Design a poster to advertise the chimpanzees tea party back in 1956. Make sure it includes when, where, and what people can expect to see.

*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *No More Tea Parties* to show what has happened to the Tea Party Chimps over the years. This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Design a new enclosure for Janie that will meet her special needs. Remember she is different from the other chimpanzees.

*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"There's nothing wrong with training animals to entertain people"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 6:4 LESSON PLAN

RA 10-12 years SJ Part 3 Number 2 2008

# Plight of the Sea Turtle

by Jill MacGregor

## ARTICLE SUMMARY

This article gives the background to the turtles of the Pacific, how they have become endangered, and what is being done to make the Pacific a safer place for them.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web.

**Introduction** - states the problem - sea turtles have become endangered.

**Body of Text** - paragraphs outline the historical significance, the different species, man's impact, nature's impact, what is being done.

**Conclusion** - a brief summarising statement about making the Pacific a safer place.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Plight of the Sea Turtle"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about sea turtles.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The information at the beginning is a hook if you are into turtles and I wanted to know why they are endangered.

*"Was the information written in an interesting way?"*

Possible response: Nothing special - just information.

*"Was the information well organised in clear sections?"*

Possible response: It jumped around a bit. I wasn't sure whether the text boxes were part of the article or just additional information.

*"Was there an effective conclusion?"*

Possible response: A small wrap-up about making the Pacific a safer place but not very satisfying.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Today endangered (page 26)

- millions yrs
- Pacific
- plummeted
- 7 species
- Pacific children

#### Sea turtles and the Pacific (page 27a)

- important
- hunted
- shell - carvings
- tading
- legends
- gods

#### Seven species (page 27b)

- Kemp's ridley, flatback, green, olive ridley, loggerhead, hawksbill, leatherback
- biggest - 2m, 600kg
- no shell

#### People the big threat (page 28)

- fishing nets
- plastic rubbish
- plastic bags
- nesting sites
- illegal trade

#### Low natural survival rate (page 29)

- 100 eggs x 2 or 3
- nesting sites - nature
- eggs - predators
- 1 in 1000

#### Campaign to help turtles (page 30)

- 2006 - year of the turtle
- Pacific action
- site protection

#### Satellite tracking (page 31)

- huge distances
- tagging
- answers
- make it safer

## 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

# PLIGHT OF THE SEA TURTLE

BY JILL MACGREGOR



## Set 6:4 ACTIVITIES

School Journal  
Part 3 Number 2 2008

### REMEMBERING - What are the facts

1. Make a list of the seven species of sea turtle.
2. Make a list of the ways the people of the Pacific have used the sea turtles in the past.

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Explain what it means when it says that "nature isn't always kind to sea turtles"?

### APPLYING - Using what you read in the article

5. Design a poster to place on the beach warning people that this is a nesting site for sea turtles and it is very important that they take special care. Make sure you understand what it is that humans do to interfere with the turtles' nesting sites and include this on your poster.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Plight of the Sea Turtle* to summarise the information in this article. This will help you understand how the article has been organised by the author and it is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design some modifications to a beach nesting site for sea turtles which will make sure that more than 1 out of 1000 hatchlings make it to the ocean.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"People should not be allowed to build hotels, sea walls, and marinas on beaches that are nesting sites for sea turtles"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 6:5 LESSON PLAN

RA 10-12 years SJ Part 3 Number 3 2007

# Plastic Fantastic?

by Philippa Werry

## ARTICLE SUMMARY

A look at the use of plastic bags in our throwaway society, the problems they are creating, and what is being done about it.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web. The use made of a facts page, the compare and contrast between countries, and an action list at the end provides variety for the reader.

**Introduction** - a flashback and questions to establish the problem and hook in the reader.

**Body of Text** - very clear organization of content - statement of the problem, facts about plastic bag use, what countries are doing, and suggestions about what the individual can do.

**Conclusion** - the "What can you do" list provides a strong summarising statement.

**LEARNING OUTCOMES** choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Plastic Fantastic?" - what clues are there in this title? (The question mark)

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about the problem of plastic bags.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: There was a flashback to our grandparents' time and a question to hook the reader in.

*"Was the information written in an interesting way?"*

Possible response: A variety of writing styles - statement of the problem, facts, comparing different countries, and a "What to do" list - made it interesting.

*"Was the information well organised in clear sections?"*

Possible response: Excellent organisation - very clear headings and each page was about something different.

*"Was there an effective conclusion?"*

Possible response: The "What can you do" list at the end of the article is a good wrap-up.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### The problem (page 3)

- paper - paper bags
- < 1% waste
- petroleum - non renewable
- few hours
- don't rot
- can't burn
- not biodegradable
- pollute
- poison

#### The facts (page 4 and 5)

- 3 million per day
- supermarket x4 = 60
- 100,000 marine animals
- landfill litter
- recycle - hard
- 4 billion bags
- 1 bag = 115 metres
- 100 years

#### What other countries are doing about plastic bags

(page 6 and 7)

- Ireland - PlasTax
- Norway - starch bags
- South Africa - thin -banned
- Bangladesh - floods - banned
- Taiwan - banned & utensils
- Australia - some banning

#### What about NZ (page 8)

- Collingwood - bag free

#### What you can do (page 9)

- cloth bag
- no
- old ones
- few
- write
- reuse

## 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



# PLASTIC FANTASTIC?

BY PHILIPPA WERRY

## Set 6:5 ACTIVITIES

School Journal  
Part 3 Number 3 2007

### REMEMBERING - What are the facts

1. Make a list of all the problems associated with plastic bags.
2. What was Collingwood's answer to plastic bags?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Write a poem or rap song about the problem of plastic bags.

### APPLYING - Using what you read in the article

5. Design a poster to be displayed in supermarkets encouraging people to find alternatives to using plastic bags for their groceries. Include a clear warning about the problem.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Plastic Fantastic* to summarise the information in this article. This will help you understand how the article has been organised by the author and it is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design some other uses for plastic bags so that they can be reused again and again.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Plastic bags should be banned"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 7:1 LESSON PLAN

RA 11-13 years SJ Part 3 Number 3 2006

# Meet the Kakapo

by Maggie Lilleby

## ARTICLE SUMMARY

Three children, interested in researching the Kakapo, get to meet 3 very rare chicks. The article includes their observations as well as some facts about and the history of this endangered native parrot.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web. The article includes a mixture of narrative (telling the story) and information report writing (facts in text boxes).

**Introduction** - setting the scene - a chance to view the chicks. 'Funny', 'cute', 'cheeky', 'sweet' are used as hooks.

**Body of Text** - alternates between narrative and information.

**Conclusion** - a reflective statement about the visit.

**LEARNING OUTCOMES** choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Meet the Kakapo"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about the kakapo.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The words in the first sentence 'funny', 'cute', 'cheeky', 'sweet' are a hook.

*"Was the information written in an interesting way?"*

Possible response: Text boxes provide additional interesting information. Because it was some children's experience it made it more interesting than a whole lot of facts.

*"Was the information well organised in clear sections?"*

Possible response: No headings.

*"Was there an effective conclusion?"*

Possible response: The children commented on their visit to wrap-up the article.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### A Kakapo Website

(page 27 & 28a)

- rare
- articles
- great website
- photos
- request

#### Know your kakapo (28b)

- parrot
- don't fly
- nocturnal
- 90 yrs
- longest
- 90 left

#### Meeting the kakapo chicks

(page 29 and 30a)

- disinfectant
- clean hands
- size?
- noisy
- breeding - 5 km
- play
- clumsy

#### What they eat (page 30b)

- herbivores
- supplementary feeding - museli

#### Feeding the chicks (page 31a)

- hungry
- mums - swallow - bring it up
- squirt bottle
- throat
- like attention

#### Avoiding predators (page 31b)

- camouflage
- freeze
- eagle
- vulnerable today

#### Protection today (page 32)

- Codfish, Anchor islands
- National Kakapo Team-1996
- 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

# Meet the Kakapo

By Maggie Lilleby



## Set 7:1 ACTIVITIES

School Journal  
Part 3 Number 3 2006

### REMEMBERING - What are the facts

1. Why did Perry have to wash his clothes and shoes?
2. What does the kakapo do to protect itself from predators?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Write a poem or rap song about the appearance and the habits of the kakapo.

### APPLYING - Using what you read in the article

5. Design a DOC poster for Codfish and Anchor Islands informing visitors about the need to protect the remaining kakapo.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Meet the Kakapo* to summarise the information in this article. This will help you understand how the article has been organised by the author and it is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design some modifications to the kakapo so they no longer have anything to fear from the predators mentioned in the article.  
*Use drawings and labels to explain your interesting ideas.*

### EVALUATING - Seeing both sides

8. *"Protecting the kakapo is more important than allowing people to see them"*  
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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 7:2 LESSON PLAN

RA 11-13 years SJ Part 3 Number 2 2010

# The Call of the Conch

by Jill MacGregor

## ARTICLE SUMMARY

The conch shell is used in Samoa as a instrument for announcing special occasions . This article describes how the shell is converted into a horn and also looks at the increasing scarcity of the shell because of exploitation.

## TEXT STRUCTURE

A sequential text structure (a series of events - the finding of a conch shell and converting it into a horn). Can be shown as a time line or a flow chart - Activity 6. See pages 50 and 51 for examples of a time line and a flow chart. The last part of the article has a descriptive text structure providing information about the exploitation of the conch shell.

**Introduction** - a quotation in Samoan followed by the interpretation.

**Body of Text** - a narrative describing the finding of the shell and making of the horn; the plight of the conch.

**Conclusion** - a reflective statement by lakina - he hopes that the shellfish will be left alone.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"The Call of the Conch"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about the use of shells as horns in traditional Pacific Island culture.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: A quotation in Samoan with the translation tells you something about what is coming next.

*"Was the information written in an interesting way?"*

Possible response: Because it's about something happening to a real person it makes it interesting.

*"Was the information well organised in clear sections?"*

Possible response: Headings help to tie it all together.

*"Was there an effective conclusion?"*

Possible response: It goes back to the boy and what he thinks to wrap-up the article.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### The call of the conch

- (page 28a)
- arrivals
  - sports
  - weddings
  - special occasions
  - prayer time

#### lakina finds a conch shell

- (page 28b and 29a)
- empty
  - hermit crab
  - plans

#### Making the shell into a horn

- (page 29b and 30a)
- buries - rotting
  - soak - bleach
  - sandpaper
  - oil
  - blowing hole - metal rod

#### Blowing the conch (page 30b)

- skywards
- both hands
- bugle, trombone
- nose, lungs, mouth
- rich note

#### Using it (page 31a)

- tone - size
- favourites
- chief
- fanfare
- money
- storage.
- father - meeting, fishing

#### The plight of the conch

- (page 31b)
- meat
  - slow - easy
  - protected
  - still sold
  - starfish
  - protect reef

## 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 CALL OF THE CONCH

BY JILL MACGREGOR

## Set 7:2 ACTIVITIES

School Journal  
Part 3 Number 2 2010

### REMEMBERING - What are the facts

1. Make a list of the events where the conch shell is blown.
2. Why did Iakina bury the conch shell in the sand?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram with labels to show what is happening to the reef because there not many triton conch anymore.

### APPLYING - Using what you read in the article

5. Design a poster for tourists to Samoa describing the use of the conch shell and what it means.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *The Call of the Conch* to show the steps in making a conch. This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Design some other uses for conch shells both in the Pacific islands and here in New Zealand.  
*Use drawings and labels to explain your interesting ideas.*

### EVALUATING - Seeing both sides

8. *"People should be allowed to use the conch shells for other things"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 7:3 LESSON PLAN

RA 11-13 years SJ Part 4 Number 3 2008

# Estuary Health Check

by Leanne Arnold

## ARTICLE SUMMARY

How do you measure whether an estuary is healthy or not. This article describes the process and looks at the results.

## TEXT STRUCTURE

A combination of descriptive text structure (information about estuaries which can be shown as an Information Web) and sequential text structure (a series of events that occur over time - the cockle counting process).

**Introduction** - a lead in to the cockle count. The title provides the hook.

**Body of Text** - a description of the cockle counting procedure, an explanation of what constitutes a healthy estuary, followed by the results of the testing and what is being done to protect the estuary.

**Conclusion** - 'What next?' provides a summary of the article and a reflection on the future.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Estuary Health Check"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about estuaries.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Cockle counting - a health check (page 28a)

- low tide
- 3 years
- mudflats & estuary

#### What it involves (28b)

- teams
- 31 stations - 12 samples
- recorder
- mark sites

#### Counting cockles (page 29)

- metal square
- 7 cms
- sieve - wash
- sort
- count & measure
- record
- return

#### What is an estuary (page 30a)

- enclosed
- fresh + salt
- large mudflats

#### Why is it important (page 30b)

- food
- shelter
- spawning

#### Cockles are special (page 30c)

- 80%
- filter 1/3
- food supply

#### What killed cockles? (page 31)

- population halved
- soil
- people pollution

#### What is happening next

(page 32)

- compare
- stabilised
- rules - soil
- people pollution?

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The cockle count is an interesting hook. I wanted to know what that would tell them.

*"Was the information written in an interesting way?"*

Possible response: The list of things to do when counting cockles made that very clear. There was good information about what was being done to stop the problem getting worse.

*"Was the information well organised in clear sections?"*

Possible response: Headings made it easy to follow the article.

*"Was there an effective conclusion?"*

Possible response: "What next" - the final paragraph - provides a good summary and gets you thinking about what could be done in the future.

### 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

# Estuary Health Check

by Leeanne Arnold

## Set 7:3 ACTIVITIES

School Journal  
Part 4 Number 3 2008

### REMEMBERING - What are the facts

1. How do they measure whether an estuary is health or not?
2. What reasons are given for the cockle count decreasing by half between 1976 and 1992?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram to show that you understand how they decide where to take the 12 samples from at each station during the estuary health check.

### APPLYING - Using what you read in the article

5. Design a poster warning the people who live next to estuaries about the pollution problem. Make suggestions about the things they can do to avoid polluting the estuary.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Estuary Health Check* to summarise the information in this article. This will help you understand how the article has been organised by the author and it is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design some man made solutions that will solve the man made pollution problems that the article tells us we now have in our estuaries.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"People should not be allowed to build houses near estuaries"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? *Hook : Rate 1-10*
- ◆ Was the information written in an interesting way? *Writing style : Rate 1-10*
- ◆ Was the information well organised in clear sections? *Organisation : Rate 1-10*
- ◆ Was there an effective conclusion? *Wrap-up : Rate 1-10*

Give a reason for each of your ratings.

# Set 7:4 LESSON PLAN

RA 11-13 years SJ Part 4 Number 1 2006

# Frozen Food

by Philippa Werry

## ARTICLE SUMMARY

How do you manage to cook for 80 people when the nearest supermarket is thousands of miles away? This article describes the difficulties of being a chef at Scott Base in Antarctica.

## TEXT STRUCTURE

A descriptive text structure (information about a topic which can be shown as an Information Web - Activity 6). See page 52 for an example of an Information Web.

**Introduction** - no hook - straight into a description of Scott Base.

**Body of Text** - a series of questions provide the structure for the article.

**Conclusion** - a reflective statement by Donna about what she thinks of her job.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Frozen Food"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about life in Antarctica and in particular where do they get their food?

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: There wasn't a hook to make me want to find out more.

*"Was the information written in an interesting way?"*

Possible response: Interviewing a real chef working at Scott Base is a good way to make it more interesting.

*"Was the information well organised in clear sections?"*

Possible response: Headings made it easy to follow where the article was going.

*"Was there an effective conclusion?"*

Possible response: Donna talks about how much she likes working as a chef in Antarctica which is a good way to wrap the article up.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Living at Scott Base (page 26a)

- 50yrs - 80 people
- winter 10-12
- scientists, support staff

#### What about the food (page 26b)

- energy
- no takeaways
- organisation

#### Who's in charge of feeding? (page 28a)

- summer Oct-Feb
- winter Oct-Oct

#### Where does the food come from (page 28b)

- bulk - Feb
- summer freshies
  - weekly Hercules
- winter - 1 drop June
- storage important

#### How is the food stored? (page 28c)

- fridges, freezers
- basics - kitchen
- big freezers
- weekly breakout
- too cold - warm store
- eggs - oil - 10 months
- 2 yrs supply

#### What do they eat? (page 29)

- same as home
- special menus
- theme nights
- American night
- requests - chocolate

#### Working hours (page 30a)

- Sundays - winter
- 7am-6.30pm
- during day

#### Leftovers (page 30b)

- reduce weight
- scraps, packaging - NZ

#### Need to lots of water (page 30c)

- dry air
- drink
- fire
- desalination - 40000 litre

#### Missing favourite foods (page 32a)

- chocolate, chips
- fresh fruit
- hydroponics

#### Cooking in Antarctica (page 32b)

- passion
- rewarding
- good mood
- compliments

## 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

# FROZEN FOOD



BY PHILIPPA WERRY

## Set 7:4 ACTIVITIES

School Journal  
Part 4 Number 1 2006

### REMEMBERING - What are the facts

1. How many people live at Scott base in the winter and how many in the summer?
2. Make a list of the occasions that the chefs prepare special menus for?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Write a poem or rap song about being a chef at Scott Base.

### APPLYING - Using what you read in the article

5. Design a 'Situations Vacant' advertisement for the position of chef at Scott Base. It isn't easy getting chefs to work at Scott Base so make sure you present lots of positives about the job. *Your advertisement should have an eye catching title and lots of information about the job.*

### ANALYSING - Organising information from the article

6. Make an INFORMATION WEB titled *Frozen Food* to summarise the information in this article. This will help you understand how the article has been organised by the author and it is also a good way to help you remember information.

### CREATING - Coming up with new ideas

7. Design a kitchen for Scott Base with lots of new modifications to make the storage and the cooking of food for 80 people easy for the overworked chef. *Use drawings and labels to explain your interesting ideas.*

### EVALUATING - Seeing both sides

8. *"Scott Base would be a great place to live and work"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 7:5 LESSON PLAN

RA 11-13 years SJ Part 4 Number 3 2009

# One Small Step

by David Hill

## ARTICLE SUMMARY

An account of the first moon landing in 1969 and the preparation that led up to it.

## TEXT STRUCTURE

A simple sequential text structure (a series of events). Starts with the landing then flashes back to the preparation and the journey. Can be shown as a time line or a flow chart - Activity 6. See pages 51 for an example of a time line.

**Introduction** - the landing.

**Body of Text** - a recount of the sequence of events.

**Conclusion** - no conclusion. The inscription on the plaque is a summarising statement.

**LEARNING OUTCOMES** choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"One Small Step"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about the moon landing.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The landing is a good hook - high interest.

*"Was the information written in an interesting way?"*

Possible response: The article starts with the landing then backtracks to all the training and planning that went into the expedition.

*"Was the information well organised in clear sections?"*

Possible response: No headings. Because it is retelling a sequence of events it is easy for the reader to keep track.

*"Was there an effective conclusion?"*

Possible response: The inscription on the plaque at the end was a good way to summarise what the mission was all about.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### The first man on the moon

(page 7)

- 20 July 1969
- Neil Armstrong
- "One small step..."

#### Preparation (page 8)

- 1961 - JFK
- Apollo1 training
- fire
- Apollos 2-6 orbital, docking tests
- Apollo 7 - 150 orbits
- Apollo 8 - moon
- Apollo 9 & 10 - modules

#### The real thing (page 9)

- blastoff
- million
- 3 days in space

#### The descent (page 11)

- 19 July
- Columbia - Collin
- Eagle - Aldrin, Armstrong
- 42 hr Oxygen
- scary
- overloaded
- Sea of Tranquility

#### Touchdown (page 12)

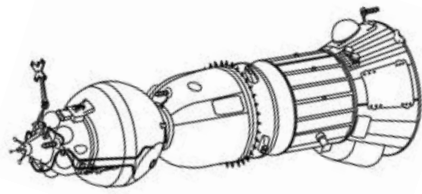
- made it
- life-support
- 7 hours
- Aldrin also
- 2 hours
- experiments
- rock and dust
- bounced
- photos

#### Leaving the moon (page 13)

- 21 July
- flag
- expensive scrap
- memorial bag
- olive branch
- message

## 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



## Set 7:5 ACTIVITIES

School Journal  
Part 4 Number 3 2009

### REMEMBERING - What are the facts

1. What were the names of the three astronauts who took part in the Apollo 11 mission?
2. What caused the fire inside the Apollo 1 command module?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw your own diagram, with labels, to show how the different parts of the spaceship - *Apollo 11*, *Columbia*, and *Eagle* - were used to get the astronauts onto the moon and off again.

### APPLYING - Using what you read in the article

5. Design a poster inviting people to come and view the launching of Apollo 11 on 16th July 1969. Remind them that this will probably be the most significant event in the 20th century.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a TIME LINE titled *One Small Step* to record all the steps that led up to the 'one small step'. This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Design a tourist hotel complex on the moon. Make sure you consider the gravity and the lack of oxygen and water. Make sure there are plenty of activities so that people don't get bored.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Exploring space is a waste of time and money"*

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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction?
- ◆ Was the information written in an interesting way?
- ◆ Was the information well organised in clear sections?
- ◆ Was there an effective conclusion?

Hook : Rate 1-10  
Writing style : Rate 1-10  
Organisation : Rate 1-10  
Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 8:1 LESSON PLAN

RA 12-14 years SJ Part 3 Number 2 2005

# On the Mend

by Zana Bell

## ARTICLE SUMMARY

The story of an unfortunate kiwi with a twisted leg and how some clever surgeons managed to fix it.

## TEXT STRUCTURE

A simple sequential text structure (a series of events). Can be shown as a time line or a flow chart - Activity 6. See pages 50 and 51 for examples of a time line and a flow chart.

**Introduction** - setting the scene. No attempt to hook the reader apart from the high interest of the story itself.

**Body of Text** - a recount of the events.

**Conclusion** - the outcome - hopes for the future.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"On the Mend"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about animal surgery.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### K2's injured leg

(page 20)

- tiny
- twisted
- backwards
- hop - crutch
- tiring

#### What to do about K2

(page 21)

- muscles stronger
- thickened skin
- survival?
- 1. nothing
- 2. amputate
- 3. operate
- what would happen?

#### The operation

(page 22a)

- bills paid
- 2002

#### Putting K2 to sleep

(page 22b)

- syringe tube
- sterile drapes
- stethoscope

#### The surgery

(page 23a)

- broke leg
- rotated
- plate and screws
- closed
- dressing

#### Did it work?

(page 23b)

- recovered - happy
- physiotherapy
- healthy
- relearning

#### Setback

(page 24a)

- 10 days
- quiet - growled
- x-ray
- loose
- redone

#### Result

(page 24b)

- success
- quality
- breed?

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: The injured kiwi is a hook into the article. I felt sorry for it.

*"Was the information written in an interesting way?"*

Possible response: Lots of detail about the actual operation made it interesting.

*"Was the information well organised in clear sections?"*

Possible response: No headings. Because it was a sequence of events it was easy to follow.

*"Was there an effective conclusion?"*

Possible response: It has a happy ending - good wrap-up with talk of the future.

### 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



# ON THE MEND

BY ZANA BELL

## Set 8:1 ACTIVITIES

School Journal  
Part 3 Number 2 2005

### REMEMBERING - What are the facts

1. How old was K2 when he was taken to the Auckland Zoo?
2. The zoo vets decided there were 3 different options for treating K2. What were they?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram, with labels, to show you understand what the surgeons did with K2's leg.

### APPLYING - Using what you read in the article

5. Design a poster to advertise the fantastic work of the animal surgeons at the Auckland Zoo. *A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *On the Mend* to show what happened to K2 the kiwi. This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. If the operation had not been successful, design some equipment for K2 so that he could move around easily and live a normal kiwi life. *Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"All that money should have been spent on helping humans rather than a kiwi"* 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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 8:2 LESSON PLAN

RA 12-14 years SJ Part 4 Number 3 2005

# To Spray or Not to Spray

by Trish Puharich

## ARTICLE SUMMARY

This article presents the different points of view on the decision to spray a large area of Auckland in an attempt to get rid of an unwanted visitor, the Australian painted apple moth.

## TEXT STRUCTURE

A descriptive text structure (information about a topic) which can be represented as an information web - different views about the spraying programme. See page 52 for an example of an Information Web.

**Introduction** - the history of introduced and uninvited invaders to New Zealand.

**Body of Text** - different points of view about the spraying programme - groups and individuals.

**Conclusion** - the reader is encouraged to make up their own mind.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"To Spray or Not to Spray"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about pest control.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

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### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Introduced and uninvited invaders (page 28a)

- NZ invaded
- introduced
- uninvited
- cost? - millions
- recent - PAM
- spray debate

#### What is PAM (page 28b)

- Australian native
- may 1999
- shipping container
- males fly - females don't
- 700 eggs
- caterpillars - 'ride the wind'
- 200 m

#### MAF's view (page 29a)

- threat
- aerial spraying
- 3 weekly
- no harm
- stay inside
- information pack

#### Auckland Regional Public Health Service (page 29b)

- unpleasant
- infections
- allergies
- irritations
- water-soluble

#### Community Action Group's view (page 30)

- people affected
- long term studies?
- new application
- what's in it?
- proof of pest?
- not working

#### Alternatives

- (page 32)
- pheromone traps
  - tree clearance
  - bounty system
  - biosecurity

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: No attempt to hook the reader.

*"What was the information written in an interesting way?"*

Possible response: A variety of writing styles. The introduction about introduced and uninvited invaders sets the scene, then some facts followed by different points of view from organisations and individuals.

*"Was the information well organised in clear sections?"*

Possible response: Very clear structure - headings

*"Was there an effective conclusion?"*

Possible response: Very effective - suggests some alternatives and then encourages the reader to make up their own mind.

## 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

# To Spray or NOT to Spray?

by Trish Puharich



<b>Set 8:2 ACTIVITIES</b>	<b>School Journal Part 4 Number 3 2005</b>		
<p><b>REMEMBERING - What are the facts</b></p> <ol style="list-style-type: none"> <li>How did the painted apple moth get to New Zealand?</li> <li>Why do people want to get rid of it?</li> </ol>			
<p><b>UNDERSTANDING - Show that you understand the information</b></p> <ol style="list-style-type: none"> <li>Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.</li> <li>Write a poem or a rap song about the PAM spraying programme.</li> </ol>			
<p><b>APPLYING - Using what you read in the article</b></p> <ol style="list-style-type: none"> <li>Design a poster for MAF or for the Auckland Regional Health Service presenting their point of view on the spraying programme. <i>A poster should have an eye catching title, information in bullet points, and illustrations</i></li> </ol>			
<p><b>ANALYSING - Organising information from the article</b></p> <ol style="list-style-type: none"> <li>Make an INFORMATION WEB titled <i>the Painted Apple Moth</i> to organise all the information you can find in the article about this pest. This is a good way to help you remember information.</li> </ol>			
<p><b>CREATING - Coming up with new ideas</b></p> <ol style="list-style-type: none"> <li>Design a special piece of equipment that will get rid of the painted apple moth forever. <i>Use drawings and labels to explain your interesting ideas</i></li> </ol>			
<p><b>EVALUATING - Seeing both sides</b></p> <ol style="list-style-type: none"> <li><i>"The spraying should continue until there are no more painted apple moths"</i> Make a chart and list your reasons for agreeing and disagreeing with this statement.</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">I agree with this statement because.....</td> <td style="width: 50%; padding: 5px;">I disagree with this statement because.....</td> </tr> </table> <p>Share your ideas with other people in your group. Ask if you can present a short debate.</p>		I agree with this statement because.....	I disagree with this statement because.....
I agree with this statement because.....	I disagree with this statement because.....		
<p><b>EVALUATING - How good is this article?</b></p> <ol style="list-style-type: none"> <li>A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.</li> </ol> <p>Do you think this article was well written?</p> <table style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>◆ Was there a hook in the introduction?</li> <li>◆ Was the information written in an interesting way?</li> <li>◆ Was the information well organised in clear sections?</li> <li>◆ Was there an effective conclusion?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Hook : Rate 1-10</li> <li>Writing style : Rate 1-10</li> <li>Organisation : Rate 1-10</li> <li>Wrap-up : Rate 1-10</li> </ul> </td> </tr> </table> <p>Give a reason for each of your ratings.</p>		<ul style="list-style-type: none"> <li>◆ Was there a hook in the introduction?</li> <li>◆ Was the information written in an interesting way?</li> <li>◆ Was the information well organised in clear sections?</li> <li>◆ Was there an effective conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>Hook : Rate 1-10</li> <li>Writing style : Rate 1-10</li> <li>Organisation : Rate 1-10</li> <li>Wrap-up : Rate 1-10</li> </ul>
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# Set 8:3 LESSON PLAN

RA 12-14 years SJ Part 4 Number 1 2005

# The Bulford Kiwi

by Philippa Werry

## ARTICLE SUMMARY

The article explains the origins of a huge chalk kiwi drawn on an English hillside - how it got there, how it was made, and who looks after it.

## TEXT STRUCTURE

A sequential text structure (a series of events - the history of the Bulford kiwi). Can be shown as a time line or a flow chart - Activity 6. See pages 50 and 51 for examples of a time line and a flow chart.

**Introduction** - editor's note asks a question which hooks the reader into the article.

**Body of Text** - covers the history, how it was made, a perspective problem, and who has cared for it.

**Conclusion** - no conclusion.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"The Bulford Kiwi"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge hillside drawings.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Hill drawings (page 12a)

- world - rock, papyrus, paper
- South of England - hills
- chalk
- ancient
- emblems
- special events

#### The Kiwi at Bulford (page 12b & 13)

- WW1
- NZ camp
- 4500 waiting
- kiwi carving
- sketch
- taped - dug

#### How to make a hill drawing (page 14)

- site
- grid - marked
- 1 square
- distance directions
- stripping
- too deep - add

#### The squashed kiwi (page 15a)

- tall, thin
- foreshortening - Give Way
- angle view

#### Looking after it (page 15b)

- grows over
- Kiwi Polish Co
- 1980's - covered
- European army squadron
- competition
- winner - carved kiwi

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: There is an editor's note which asks a question. The first sentence is a lead in statement to the topic but not a deliberate hook.

*"Was the information written in an interesting way?"*

Possible response: There are a variety of writing styles - telling the story of the Bulford kiwi, bullet point instructions, an explanation about perspective, a facts text box and some diagrams which support the text.

*"Was the information well organised in clear sections?"*

Possible response: There are headings which divide the information up.

*"Was there an effective conclusion?"*

Possible response: No conclusion - no attempt to wrap-up the article.

### 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 Bulford Kiwi

by Philippa Werry

## Set 8:3 ACTIVITIES

School Journal  
Part 4 Number 1 2005

### REMEMBERING - What are the facts

1. What is the Bulford kiwi and where is it located?
2. Who looks after the Bulford kiwi today?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram, with labels, to show you understand how to make a hillside drawing.

### APPLYING - Using what you read in the article

5. Design a poster for tourists in the south of England advertising the Bulford kiwi.  
*A poster should have an eye catching title, information in bullet points, and illustrations*

### ANALYSING - Organising information from the article

6. Make a TIME LINE titled *The Bulford Kiwi* to record the history of this hillside drawing. This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Design your own hillside drawing and come up with some new technology that would make it much easier to make your huge drawing happen.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Hillside drawings are just another form of graffiti and should not be encouraged"*  
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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

# Set 8:4 LESSON PLAN

RA 12-14 years SJ Part 4 Number 3 2005

# High-Flyers

by Maggie Lilleby

## ARTICLE SUMMARY

This article documents the efforts of a group of children from Auckland Point School in Nelson, who made a 30 second advertisement about the pioneer aviator, Richard Pearse, for the annual Fair Go Ad Awards ... and won.

## TEXT STRUCTURE

A sequential text structure (a series of events - the making of a TV advertisement). This can be shown as a flow chart - Activity 6. See pages 51 for an example of a flow chart.

**Introduction** - setting the scene - the challenge.

**Body of Text** - the steps involved in putting this production together. Headings provide a clear structure.

**Conclusion** - the outcome of the competition.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"High-Flyers"- what clues are there in this title?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about what is involved in making a 30 second advertisement for TV .

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: A question for the reader ... "who would you choose?" which forces the reader into the article straight away. I thought the challenge was pretty interesting. I wanted to find out how they got on.

*"What was the information written in an interesting way?"*

Possible response: Because I was interested in the topic it held my attention. The description of the camera shots was really cool

*"Was the information well organised in clear sections?"*

Possible response: Having headings always helps me keep focused. Because the author is writing about a sequence of events it's easy for the writing to be well organised.

*"Was there an effective conclusion?"*

Possible response: The outcome of the competition - winning and how that felt makes for a good wrap-up (and a happy ending).

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Making a TV Ad about a hero

(page 20a)

- Richard Pearse
- pioneer aviator
- Fair Go Ad Awards
- 30 sec
- script, plane, acting, filming, editing
- 6 weeks

#### Making the plane

(page 20b)

- diagram
- 3-D copy
- 3/4 scale
- bamboo, pipe, bike wheels
- wire & canvas
- propeller - drill
- 3 weeks - \$8
- transporting

#### Writing the storyboard and script

(page 21a)

- previous winners
- storyboard
- first flight
- drama
- little acting

#### The Actors & Costumes

(page 21b)

- 2 main roles
- wing holders
- spectators
- costume hire
- goggles

#### Filming - getting the shots

(page 22a)

- Maitai Valley
- take-off - cockpit, pole, lifted
- vehicle - spectators
- in air - model, on back, wind

#### Getting the sound & editing

(page 22b)

- voice over - picture removed
- lawnmower
- 1903 tune
- editing - school computer

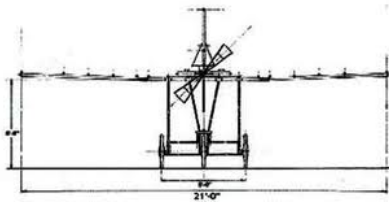
#### The result of the competition

(page 23)

- judging
- fingers crossed
- camp
- finals!
- public vote - 7 days
- winners

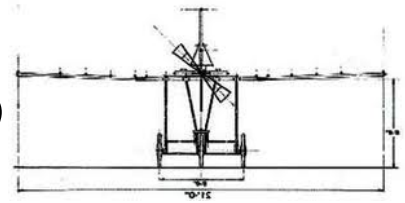
## FOLLOW-UP ACTIVITIES

- 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-Flyers

by Maggie Lilleby



## Set 8:4 ACTIVITIES

School Journal  
Part 4 Number 3 2005

### REMEMBERING - What are the facts

1. Make a list of all the materials that were needed to make the copy of the plane.
2. How long did it take to make the plane? How long did it take to make the advertisement?

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw diagrams and labels to show that you understand how they filmed the take-off sequence and the shots of the plane flying in the air.

### APPLYING - Using what you read in the article

5. Design a poster advertising the Fair Go Ad Awards competition. Include any information you can find in the article about the length of the ad, who can enter, and what it must be about. *A poster should have an eye catching title, information in bullet points, and illustrations.*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *The Making of a Winning TV Advertisement* to show all the steps involved in putting together this major production. This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Write a storyboard for your own 30 second TV advertisement about your favourite hero. Include drawings of each scene, the camera shots you would use, and the props and the costumes you would need. Maybe you can have a go at filming your advertisement.

### EVALUATING - Seeing both sides

8. *"Six weeks of school time is too long to spend on a project like this"*  
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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- |   |                           |
|---|---------------------------|
| ◆ Was there a hook in the introduction?                 | Hook : Rate 1-10          |
| ◆ Was the information written in an interesting way?    | Writing style : Rate 1-10 |
| ◆ Was the information well organised in clear sections? | Organisation : Rate 1-10  |
| ◆ Was there an effective conclusion?                    | Wrap-up : Rate 1-10       |

Give a reason for each of your ratings.

# Set 8:5 LESSON PLAN

RA 12-14 years SJ Part 4 Number 2 2010

# Pacific Paradise?

by Mary Campbell

## ARTICLE SUMMARY

This article describes the life cycle of the New Zealand eel and the damage to the eel habitat as a result of man's activities.

## TEXT STRUCTURE

A mixed text structure - starts with a narrative, using the language of a storyteller to describe the life cycle of the eel and then changes to a factual information report to discuss the attributes of the eels and the damage to their habitat.

**Introduction** - descriptive story of one eel's journey is an effective hook.

**Body of Text** - headings provide a clear structure - lifecycle, facts about NZ eels, threats to the species.

**Conclusion** - no conclusion.

## LEARNING OUTCOMES choose from the list on page 49 according to the needs of your students

### BEFORE READING DISCUSSION

#### 1. Clues from the title

"Pacific Paradise?"- what clues are there in this title? Why the question mark?

#### 2. Accessing prior knowledge and personal experiences

Discuss students prior knowledge about NZ eels and their experiences with them - unpleasant associations?

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text (this may be a page or a paragraph) ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4)

#### STEP 3: Clear the Roadblocks

Decide on a heading and trigger words (CSI Stage 5B)

For full training in the use of these CSI Stages visit our website [www.handyres.com](http://www.handyres.com) and enrol in our CSI ONLINE professional development programme - online teacher training in comprehension strategy instruction.

### AFTER READING DISCUSSION

#### Article Evaluation: How good is this article? (CSI Stage 6)

This discussion will develop the language and the ability to critique the article genre (See Follow-up Activity 9)

*"Was there a hook in the introduction?"*

Possible response: It starts off as a story about an eel. Because I think eel's are creepy and the author uses words like 'lurks', 'enormous', and 'massive' it gets my attention straight away.

*"What was the information written in an interesting way?"*

Possible response: There is a mixture of writing styles - storytelling at the beginning and then information report writing (just facts). The story part makes you want to read the facts.

*"Was the information well organised in clear sections?"*

Possible response: There is a clear structure provided by the headings.

*"Was there an effective conclusion?"*

Possible response: No conclusion. I was a bit disappointed with the way it ended.

### HEADINGS AND TRIGGER WORDS

CSI Stage 5B

#### Time to spawn (page 14)

- 50 years
- night hunting - worms, insects, small fish, mouse, bird
- 2m, 21 kg
- changed
- ovaries
- downstream urge
- migration

#### The long swim (page 15a)

- females, smaller males
- many months
- ocean depths
- twist - eggs, sperm - die

#### New beginnings - the return (page 15b)

- eggs - surface
- larve
- currents - NZ - freshwater
- glass eels - upstream
- elvers - wormlike - gravelly rapid, shallows
- upstream - many years - overland

#### NZ Eels (page 16)

- long-fin - fast-flowing, stony
- short-fin - swamps, slow-flowing, smaller
- growth rings
- maturity - decades
- females - 20-65yrs
- males - 12-45yrs

#### Habitat destroyed (page 17)

- 95% wetlands, swamps
- bush cleared
- streams silted, polluted
- food for eels?
- willows
- stock - vegetation
- flood banks, floodgates, pumping stations
- hydro dams - elver migration - turbines

#### Commercial overfishing (page 18a)

- mid-1960s
- log-fin "at risk" - still caught
- long maturity
- few arrivals

#### What's being done (page 18b)

- commercial - stopped
- national parks - safe

## 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



by Mary Campbell



# Pacific Paradise?

## Set 8:5 ACTIVITIES

School Journal  
Part 4 Number 2 2010

### REMEMBERING - What are the facts

1. Name the main New Zealand eel species.
2. Make a list of all the changes to the eel's habitat that man has been responsible for.

### UNDERSTANDING - Show that you understand the information

3. Choose 5 words from the article that are new, difficult or interesting to you. Write down a dictionary definition for each word and then use each word in a sentence to show you understand the meaning.
4. Draw a diagram with labels to show you understand how the elvers work their way upstream.

### APPLYING - Using what you read in the article

5. Design a poster informing people about the destruction of the eel's habitat.  
*A poster should have an eye catching title, information in bullet points, and illustrations.*

### ANALYSING - Organising information from the article

6. Make a FLOW CHART titled *The Life Cycle of the Eel* to show all the changes that the eel goes through in its lifetime.  
This is a good activity to help you sort through and remember the information in an article.

### CREATING - Coming up with new ideas

7. Redesign the eel's river habitat so that all of man's interventions don't stop the eels from moving up and back down the river.  
*Use drawings and labels to explain your interesting ideas*

### EVALUATING - Seeing both sides

8. *"Sometimes man's needs must come first before the protection of a habitat"*  
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.

### EVALUATING - How good is this article?

9. A well written article should use some sort of hook to grab the reader's attention, it should be written in an interesting way, it should be well organised so that the reader knows where the article is going, and it should wrap-up what has been said at the end.

Do you think this article was well written?

- ◆ Was there a hook in the introduction? Hook : Rate 1-10
- ◆ Was the information written in an interesting way? Writing style : Rate 1-10
- ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
- ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

**SAMPLE VERSION**  
**Copyright Handy Resources**

# APPENDIX

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**LEARNING OUTCOMES and SUCCESS CRITERIA** 49

**FOLLOW UP ACTIVITIES - examples**

- ◆ Timeline 50
  - ◆ Information Web 51
  - ◆ Flowchart 52
- 

**SAMPLE VERSION**  
**COPYRIGHT Handy Resources**

## Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource. The emphasis is on the development of comprehension strategies.

These Learning Outcomes can be easily linked back to the Achievement Objectives in the English curriculum.

### SENTENCE LEVEL COMPREHENSION

#### LEARNING OUTCOME:

##### 1. Monitor own reading for comprehension (CSI Stage 3)

*I will know I can do this if, when I am reading, I can ...*

- ◆ Put sentences in my own words using "I think that means..." to check whether I have got the message right
- ◆ Recognise that there are roadblocks (I haven't got the message right)

#### LEARNING OUTCOME:

##### 2. Use the Deep Five comprehension strategies to check and clarify meaning, and to overcome roadblocks to comprehension (CSI Stage 4)

*I will know I can do this if, when I am reading, I can ...*

- ◆ Visualise what the words are saying
- ◆ Make connections to something I already know to clarify information or ideas
- ◆ Ask myself questions to clarify information in the article
- ◆ Form and revise an hypothesis about the information in the article
- ◆ Make connections to information in another part of the article

### "BIG PICTURE" TEXT LEVEL COMPREHENSION

#### LEARNING OUTCOME:

##### 3. Identify Headings and Trigger Words and use these to successfully retell the information in an article (CSI Stage 5B)

*I will know I can do this if, when I am reading, I can ...*

- ◆ Identify effective Headings and Trigger Words for a chunk of text

#### LEARNING OUTCOME:

##### 4. Demonstrate the use of Bloom's Thinking Skills

*I will know I can do this if I can ...*

- ◆ Use the information in the article correctly to make a poster (Applying)
- ◆ Create an accurate information web, time line, or flow chart from an article (Analysing)
- ◆ Design a valid or creative solution to a problem raised in the article (Creating)
- ◆ Present both sides to an argument about an issue raised in the article (Evaluating)
- ◆ Rate the article based on the criteria given and justify my rating (Evaluating)

More information about the teaching and assessment of these Learning Outcomes can be found in our comprehension strategy Instruction programme CSI ONLINE.

[www.handyres.com](http://www.handyres.com)

# Time Line - Sample

## 7:5 One Small Step

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- **1961** - US President John F Kennedy promises that America would have a man on the moon before 1970
- **Mid 1960's** - Apollo programme underway
- **27 January 1967** - Apollo 1 astronauts killed when fire breaks out in the command module during training
- **1967 to 1969** - Apollo 2-6: orbital and docking tests  
Apollo 7: 150 orbits of the earth  
Apollo 8: flew to the moon and around it  
Apollo 9 and 10: tested spacecraft's modules in space
- **16 July 1969 9:32am** - Apollo 11 launched from Kennedy Space Centre
- **19 July 1969** - Apollo 11 entered orbit around the moon
- **20 July 1969** - Eagle landed on the surface of the moon
  - 7 hours later Neil Armstrong stepped out onto the moon
  - 20 minutes later - joined by Buzz Aldrin
- **21 July 1969 1.11am** - lunar module lifted off the moon's surface

# Flow Chart - Sample

## 6:5 No More Tea Parties

**In the Beginning**  
Chimps taken from mothers in Sierra Leone and shipped to London Zoo  
Taught to drink tea, wear clothes, sit at a table  
Appeared on BBC television

**Transported to New Zealand (1956)**  
Arrived at Auckland Zoo in 1956

**Conservation instead of entertainment (1963)**  
Tea parties stopped and they were housed in concrete cage with bars. No human contact and no enrichment

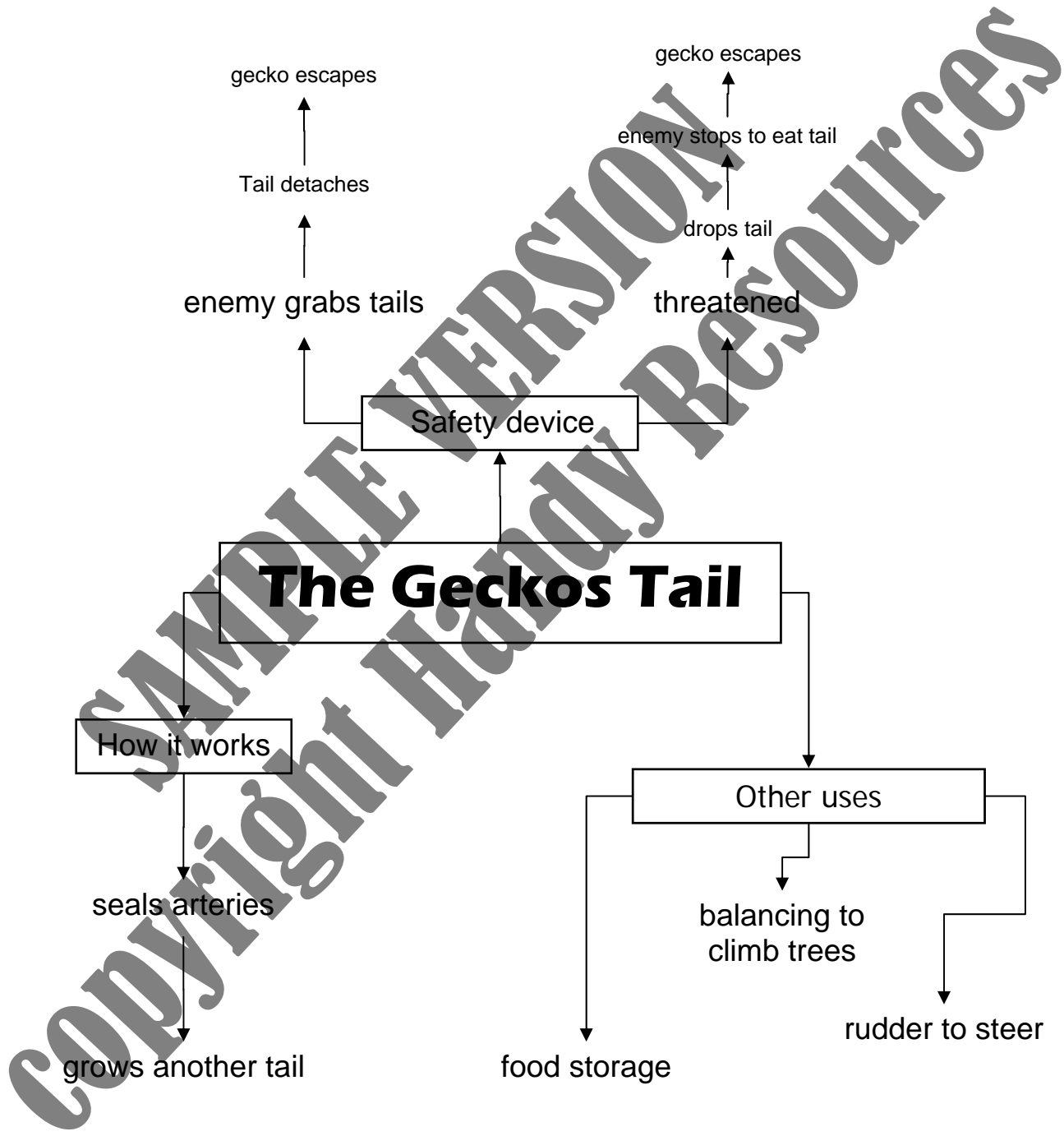
**Lost and confused (1981)**  
Now dangerous to work with  
Aggressive behaviour

**Mixed them with other chimps**  
Placed with 'mother-reared' chimps  
Not used to open skies and grass  
Couldn't speak chimpanzee  
Returned to old cages

**Today**  
Only one left - Janie  
Surprisingly happy - no competition for food so got fat and had to be put on a diet  
Enrichment activities - Exercise, puzzles  
TV, picture books, toys

# Information Web - Sample

## 6:1 The Tail of the Gecko



# The GUIDED SILENT READING series

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The intention of this and the other books in this series, is to help you, the classroom teacher, get the most out of our wonderful School Journal resources.

As teachers there are so many demands on our time and so many new ideas to explore. With this resource the tough work has been done for you; we are handing you the literacy tools you need to establish a quality reading programme for your early and fluent readers that delivers quality learning and motivates your learners.

Guided Silent Reading using the Three Steps process is a powerful instructional tool for teaching comprehension strategies and developing active readers who actually understand the text they read.

The ever popular follow-up activities provide you with endless possibilities for exposure to, and the chance to practice with, the creative and critical thinking skills which are now embedded in our new curriculum.

## BACKGROUND

The ideas presented here are based on current research of best practice in reading instruction, 18 years of my own experience teaching reading in New Zealand primary schools, and more recently, ten years as a tutor with the New Zealand Graduate School of Education, where I have had responsibility for developing innovative instructional reading programmes for our trainee teachers.

Thank you for the feedback I have received. As always I am very keen to hear your comments, queries, advice, and suggestions.

Hilton Ayrey  
Handy Resources

A list of these resources to date is as follows

GUIDED SILENT READING Using Narrative Text

**Guided Silent Reading Book 1:** Part 1 and 2 School Journals 1990-1999

**Guided Silent Reading Book 2:** Part 3 and 4 School Journals 1990-1999

GUIDED SILENT READING Using Non Fiction Text

**Guided Silent Reading Book 3:** Part 1 and 2 School Journals 1990-2000

**Guided Silent Reading Book 4:** Part 3 and 4 School Journals 1990-2000

GUIDED SILENT READING Using Narrative Text

**Guided Silent Reading Book 5:** Part 1 and 2 School Journals 2000-2002

**Guided Silent Reading Book 6:** Part 3 and 4 School Journals 2000-2002

GUIDED SILENT READING Using Non Fiction Text

**Guided Silent Reading Book 7:** Part 1 and 2 School Journals 2000-2004

**Guided Silent Reading Book 8:** Part 3 and 4 School Journals 2000-2004

GUIDED SILENT READING Using Narrative Text

**Guided Silent Reading Book 9:** Part 1 and 2 School Journals 2003-2006

**Guided Silent Reading Book 10:** Part 3 and 4 School Journals 2003-2006

GUIDED SILENT READING Using Non Fiction Text

**Guided Silent Reading Book 11:** Part 1 and 2 School Journals 2005-2010

**Guided Silent Reading Book 12:** Part 3 and 4 School Journals 2005-2010

To view sample pages and details of our other reading resources, visit our website [www.handyres.com](http://www.handyres.com)