

GUIDED SILENT READING

Using narrative text

BOOK ONE

Part 1 and 2 School Journals 1990-2000



Hilton Ayrey

sample eBook

GUIDED SILENT READING 1

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ABOUT THIS RESOURCE

"Guided Reading is the heart of the reading programme for early and fluent readers. It gives a teacher and a group of students the opportunity to talk, read, and think their way purposefully through a particular text.

The Learner as a Reader - Ministry of Education, Learning Media, Wellington, 1996.

This resource aims to support the busy classroom teacher in this important instructional procedure by providing detailed plans for Guided Silent Reading lessons, and suggestions for implementing them that have been proven by classroom experience and are supported by current research.

Exploring Narrative structure as an aid to comprehension.

A number of studies have shown that when children are taught about the structure of narrative text, there is a significant improvement in reading comprehension. Understanding how a story works and being able to analyse what makes a text interesting gives the reader a much better understanding of the content. This also helps children to organise and improve their skills in writing and speaking.

There is also evidence that suggests attempts to teach vocabulary, decoding, and comprehension skills all in the same lesson is counter productive to learning. Instead, instructional lessons should focus on just one skill at a time.

The approach advocated with this resource is to take a series of GSR lessons where the two above considerations are adhered to. Keep it simple and look at unlocking the story structure.

For a more comprehensive discourse on this topic, and reference to the research, see the following : **"Reading Comprehension : What is it ? How do you teach it ?"** by Susan Dymock and Tom Nicholson (1999) NZCER, available from NZCER Distribution Services, PO Box 3237, Wellington.

Implementing the Lesson Plans

The set of stories that you choose to use from this resource should be based on the instructional reading ages of the children in the group.

See **Handy Resources : Informal Prose Inventory** for a series of tests that determine instructional reading ages based on the three criteria accuracy, retelling, comprehension.

Because the focus of the lessons is critical thinking involved in uncovering the structure of the story, it is important that the material is not too difficult. If children are struggling with decoding problems, it will effect their ability to see the "big picture". You are better to start off at a lower reading level while establishing routines and introducing the format of the lessons (eg. story webs) to ensure that the children experience success. This will also eliminate the need for a lot of incidental teaching and allow you to maintain the momentum and enjoyment of the story.

Unseen material

If at all possible, the stories should be unseen before the lesson. This allows you to make the most of predicting, setting purposes for reading, then reading to confirm or reject predictions made. Don't be too quick to hand out the journals. Reading the first chunk of text aloud to the children before handing them their copy, can be a very powerful strategy for orientating children into a story and eliminates all that page flicking and random off task behaviour that can take place.

Prereading

It is very important that children make connections between their own experiences and the concepts and ideas they will be encountering in the story. This raises the motivation of the reader and the readability of the story.

Using the Title

As part of the prereading discussion, consider the story title. Explain that the title is often chosen by the author as a hook into the story, and may contain clues about the theme or message.

Story Web and group routines

You also need to establish clear routines that discourage children from reading on when they get to the end of the chunk of text you have asked them to read. Working on an individual or group story web as the story proceeds, as suggested in each lesson plan, is an excellent activity for your fast finishers and reinforces the main objective of the lesson. A story web is a graphic representation of the structural elements of the story. See an example on page 6.

Looking for the story structure

Once the children become familiar with looking for story structure approach, the teacher can step back and become the guide rather than the dominant person in the group. There is no need to prepare a list of searching comprehension questions so that you can check understanding. The questions you ask remain the same for each lesson, and therefore quickly become the questions the children ask themselves.

For example : What is the setting ?

Who are the characters ?

What is the story problem ?

What response do the characters have to the problem ?

What action do they take to resolve the problem ?

What is the outcome ?

Story Orientation

The first few paragraphs of most stories provide an introduction for the reader to the setting and the main characters. Start with a small chunk of text, set the purpose of looking for clues, and make sure it is very carefully retold and understood.

Story Problem

Once the setting and characters have been established, the author will usually introduce the story problem or conflict around which the story revolves. Once children are made aware of this 'formula' they become very skilful at identifying the problem.

Response and Action

How do the characters respond to the problem, and what action do they take are the next steps in uncovering the structure ? This is an excellent time for brainstorming, where risk taking is encouraged. Make it very clear that there is no **right** answer only possibilities.

What could happen next ?

What would you do ?

If you were the author, how would you finish this story ?

Now let's find out what choices the author made.

Outcome

This is usually the time to let the children read to the end of the story to find out the outcome of the action. It is important not to frustrate your readers, especially the more fluent ones, with too many interruptions once they are engaged in the storyline and you are confident that the text is being read with understanding.

Themes

The final stage is to reflect on the story and develop the skill of identifying the themes or messages that the author may have addressed implicitly or explicitly. This makes the reader aware of how stories come about and will help them shape their own writing.

FOLLOW UP ACTIVITIES : BLOOM'S TAXONOMY

The Activities

It is important to remember that the focus of a reading programme should be reading. Many reading programmes involve a lot of unimaginative writing - answering comprehension questions or carrying out skills exercises. While this may keep everyone busy, it can send the wrong message about what reading is.

The activities that follow each story in this resource, have been designed to fit into Bloom's Taxonomy. Each level represents a higher level of thinking skills. The activities therefore present a range of challenges for children with different abilities and learning styles.

Children quickly latch on to the differences in the levels if they have them explained to them, and find the variety of the activities motivating. The activities for each of Bloom's levels have been carefully selected to ensure that the children have the opportunity to practice the skills involved on several occasions. This continuity greatly increases the likelihood that the children will be able to work independently while other group instruction is taking place.

Teachers can use the activities in a variety of ways ; as a prompt for group discussion, as co-operative activities, or as independent work once the children are familiar with the demands of the task.

The teacher may choose to assign specific activities or allow choice depending on the children's needs and /or the amount of time available. Another approach could be to set up a work contract with a points target to be met, where higher level activities attract more points than lower level activities.

Bloom's levels defined

Level 1 - Knowledge : Defined as identifying or describing previously located material. The activities chosen revolve around locating or remembering literal information or facts from the text.

Level 2 - Comprehension : Defined as the ability to grasp the meaning of material. The activities chosen involve answering an inferential question (Book 1) and showing understanding of theme by creating a new title (Book 2).

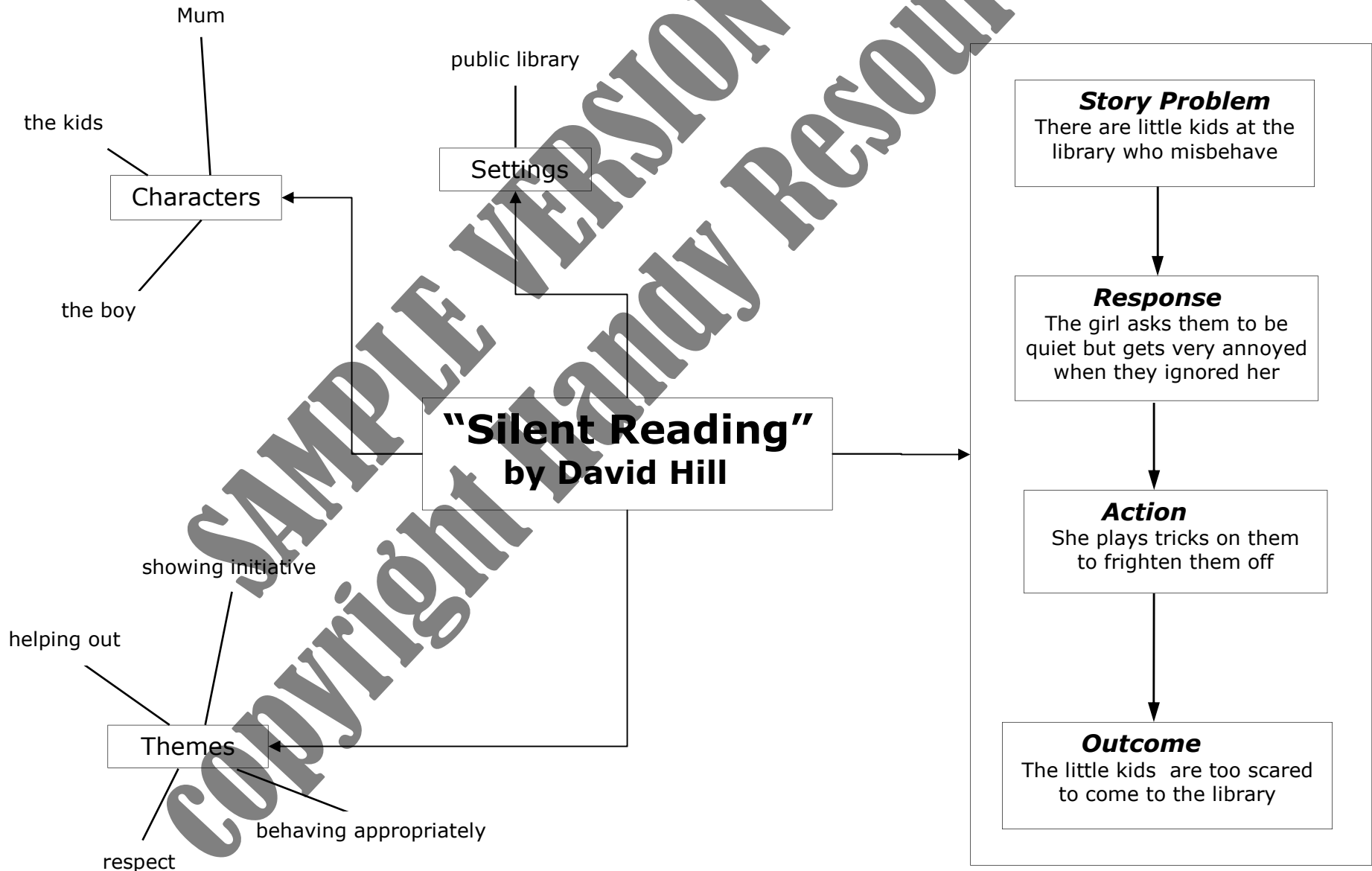
Level 3 - Application : Defined as the ability to use learned material in new and concrete situations. The activities include making posters about information from the story and the children's own experience, and in some cases, writing letters to story characters.

Level 4 - Analysis : Defined as the breaking down of material into component parts so that its organisational structure may be understood. The activities here include identifying and drawing the story problem or the most important moment in the story (Book 1), and creating story maps and story flow charts (Book 2) to show understanding of the story structure.

Level 5 - Synthesis : Defined as the ability to put parts together to form a new whole. The activities involve designing equipment to solve problems in the story (Book 1 and 2) and showing how changing an event affects the outcome (Book 2).

Level 6 - Evaluation : Defined as the ability to judge the relevance, reliability, truth and accuracy of ideas and information. The activities involve sorting out the good from the bad (Book 1), seeing both sides of an argument and identifying strengths and weaknesses in the story (Book 2).

STORY WEB



Set 1:1 LESSON PLAN The Fox and the Goat

RA 7 - 8 yrs

SJ Part 1 Number 5 1995

by Jane Buxton

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>A fox gets stuck in a well. She manages to trick a goat to come in with her, then proceeds to use him as a ladder to escape, leaving the goat to find his own way out.</p> <p>Special Features : A very simple, one episode storyline, to introduce GSR routines and the idea of narrative structure.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss fables. Consult a dictionary for a meaning. <i>eg. A short story with animals for characters, conveying a moral about life.</i> Ask pupils to briefly retell fables they know. Identify the characteristics of a fable e.g. good and bad characters, moral etc</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - fox, goat • the setting - the well <p>Story Problem Identifying the story problem <i>The fox fell down a well</i></p> <p>Response How does the character respond to the problem? <i>Tried to think of a way to get out.</i></p> <p>Action What action does the main character take to solve the problem? <i>Fox tries to trick the goat to come into the well</i></p> <p>Outcome What happens as a result? <i>The goat falls for it. Fox uses the goat as a ladder to get out.</i></p> <p>Theme(s) What are the themes / messages? <i>problem solving, selfishness, trusting strangers</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first paragraph. Look for information about the setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. Allows for checking decoding. "Read out the words or sentence that tells you that " * Record the setting (the well) and the character (fox) on story web. <p>2. PROBLEM * State the problem and add it to the story web.</p> <p>3. RESPONSE – ACTION * How do you think the fox felt about what happened? * What will she do? What do you think the goat has got to do with it? * Brainstorm possibilities. Read the rest of page 14 to find out what idea fox comes up with. * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web.</p> <p>4. OUTCOME * What do you think fox's plan is? * Brainstorm possibilities. Read to the end of the story. What is her plan? Does it work? * Retell. Justify ideas from the text. * Summarise OUTCOME on story web.</p> <p>5. THEME(S) * What are the themes or messages in this story? * Why do you think the author wrote this story? <i>eg. Watch out for people who try to trick you to solve their own problems.</i></p>
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



The Fox and the Goat

by Jane Buxton



Set 1:1 ACTIVITIES

School Journal
Part 1 Number 5 1995

KNOWLEDGE – Characters and setting

1. Draw pictures of the 2 main characters in the story and label them.

COMPREHENSION – Reading between the lines

2. Why do you think the fox fell down the well in the first place ?

APPLICATION – Using what you know from the story

3. Design a notice to put by the well to warn goats.

ANALYSIS – What is the problem in the story

4. Draw a picture showing what the problem is in this story.
Write a caption underneath explaining the problem.

SYNTHESIS – Coming up with new ideas

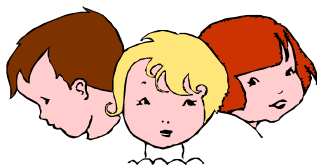
5. Think of a way that the goat could get out of the well.
Draw a picture with a caption
OR Write some sentences describing how he would do it.

EVALUATION – Sorting out the good from the bad

6. You have to decide whether the fox in the story was a good character or a bad character.
Make a list of her good qualities and her bad qualities, then decide.

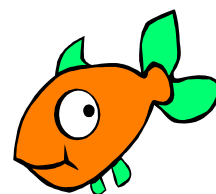
Fox's good qualities	Fox's bad qualities
1.	1.
2.	2.
3.	3.

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>It is the school holidays and someone in the class has to look after Tiger the pet goldfish. Three children volunteer for the job and must convince everyone else that they are the best person for the job.</p> <p>Special Features : The story is open-ended and requires the reader to decide the outcome.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss class pets</p> <ul style="list-style-type: none"> * What happens to them during the school holidays ? * What would you have to think about if you were going to look after a classroom pet for the holidays ?
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>teacher, class</i> • the setting - <i>the classroom</i> <p>Story Problem Identifying the story problem <i>Someone had to look after Tiger for the holidays.</i></p> <p>Response How do the characters respond to the problem ? <i>Three children wanted to do it.</i></p> <p>Action What action do the characters take to solve the problem ? <i>Teacher decides the class should vote for the best person. Children have to give a speech.</i></p> <p>Outcome What happens as a result ? <i>The reader has to decide who the best person for the job would be.</i></p> <p>Theme(s) What are the themes / messages ? <i>responsibility group decision making</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first few sentences down to "...for the holidays". Look for information about setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. This allows for checking of decoding. "Read out the words or sentence that tells you that " * Record the setting (the classroom) and the characters (teacher and class) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * State the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How will they solve this problem ? * Brainstorm possibilities. <p>Read the rest of page 30 to find out what they decide to do.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME Read what Lee had to say.</p> <ul style="list-style-type: none"> * Retell. Discuss how suitable Lee would be. <p>Read what Brad had to say.</p> <ul style="list-style-type: none"> * Retell. Discuss how suitable Brad would be. <p>Read what Jessie had to say.</p> <ul style="list-style-type: none"> * Retell. Discuss how suitable Jessie would be. <p>Read to the end of the story and find out the OUTCOME.</p> <ul style="list-style-type: none"> * Retell. Who would you pick ? Why? * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Who Gets Tiger ?

by Maree Hall



Set 1:2 ACTIVITIES

School Journal
Part 1 Number 4 1986

KNOWLEDGE – Characters and setting

1. Make a list of the main characters in the story.
2. Draw a picture of the setting.

COMPREHENSION – Reading between the lines

3. Why couldn't Tiger stay at school during the holidays ?

APPLICATION – Using what you know from the story

4. Imagine Tiger was a turtle and you wanted to look after him for the holidays. What would you say to the class ?
Make a list of the things that you think would be important.

ANALYSIS – What is the problem in the story

5. Draw a picture showing what the problem is in this story.
Write a caption underneath explaining the problem.

SYNTHESIS – Coming up with new ideas

6. Design an automatic fish feeder so that Tiger could stay at school during the holidays.
Label your design and explain how it works.

EVALUATION – You be the judge

7. Make a list of the reasons why each person should have Tiger.
Decide who you think would be best and say why.

Lee	Brad	Jessie
1.	1.	1.
2.	2.	2.
3.	3.	3.

Set 1:3 LESSON PLAN

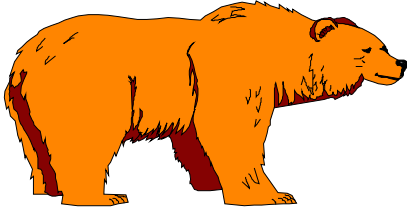
Why the Bear has a Short Tail

RA 7 - 8 yrs

SJ Part 1 Number 1 1992

a folk story

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Bear is hungry and has his eye on the fish that fFox has caught. Fox thinks quickly and suggests that Bear use his tail to catch his own. The result is not what Bear expected.</p> <p>Special Features : The simple storyline provides further opportunities to develop GSR routines and an understanding of the basic elements of narrative structure</p>
<p>Lesson sequence</p>	<p>Teacher prompts</p>
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss folk stories. Provide an explanation if children can't come up with one <i>eg. A story made up to explain things in nature and passed down through generations.</i> Ask children to briefly retell any folk story they know. Share title. Brainstorm ideas about how Bear might have lost his tail.</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>Fox and Bear</i> • the setting - <i>a long time ago, in the forest during winter</i> <p>Story Problem Identifying the story problem. <i>Bear is hungry and he can't get any food.</i></p> <p>Response How do the characters respond to the problem ? <i>Bear licked his lips when he saw the fish.</i> <i>Fox thought Bear would want his fish.</i></p> <p>Action What action do the characters take to solve the problem ? <i>Fox suggested that Bear would be able to catch lots more with his beautiful tail.</i></p> <p>Outcome What happens as a result ? <i>Bear's tail froze and got stuck in the ice and broke off.</i></p> <p>Theme(s) What are the themes / messages ? <i>problem solving, survival outsmarting your enemy</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first paragraph down to "...any food". Look for information about setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. This allows for checking of decoding. "Read out the words or sentence that tells you that " * Record the setting (the forest in winter, a long time ago) and the character mentioned so far (Bear) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * State the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How will Bear solve this problem ? * Brainstorm possibilities. <p>Read the rest of page 9 to find out what Bear can do to solve the problem.</p> <ul style="list-style-type: none"> * Retell. Ask children to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * How do you think Fox's plan will work out ? What is going to happen ? <p>Read to the end of the story to find out.</p> <ul style="list-style-type: none"> * Retell. Ask children to justify their retelling by referring back to the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Why the Bear has a Short Tail

Set 1:3 ACTIVITIES

School Journal
Part 1 Number 1 1992

KNOWLEDGE – Characters and setting

1. Draw pictures of the characters in the story.
2. Write down where the story is set.

COMPREHENSION – Reading between the lines

3. Why did the fox tell the bear to leave his tail in the water for a long time ?

APPLICATION – Using what you know from the story

4. Make a poster warning bears not to use their tails for catching fish.

ANALYSIS – What is the problem in the story

5. Draw a picture showing what the problem is in this story.
Write a caption underneath explaining the problem.

SYNTHESIS – Coming up with new ideas

6. Design a new way to catch fish that live under the ice.
Label your design and explain how it works.

EVALUATION – Sorting out the good from the bad

7. You have to decide whether the fox in the story was a good character or a bad character.
Make a list of reasons why he was good, and why he was bad, then make your choice.

Fox is a good character	Fox is a bad character
1.	1.
2.	2.
3.	3.

Set 1:4 LESSON PLAN

Danger Dog

RA 7 - 8 yrs

SJ Part 1 Number 1 1997

by David Hill

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>The "Beware of the Dog" sign on the fence of the house opposite is a bit deceiving as Callum finds out when he finally meets "Sweetie Pie."</p> <p>Special Features : A more complex story which provides the opportunity to look at how the author can make a story interesting by including surprises.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss dogs - how do the children feel about them. Share the title. What do you think this story might be about? Get pupils to share personal experiences about dangerous dogs. What scares you about dogs? How do you feel? What do you do?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - Callum, Dad, Melanie, Sweetie-pie • the setting - Callum's new house and the footpath across the road <p>Story Problem Identifying the story problem. <i>Callum gets attacked by the dog that lives across the road.</i></p> <p>Response How do the characters respond to the problem? <i>Callum was frightened. He was sure the dog was going to bite him.</i></p> <p>Action What action does the character take to solve the problem? <i>He stood still just as his father had said</i></p> <p>Outcome What happens as a result? <i>Sweetie-pie wasn't dangerous at all. He was a big softie who wanted to play.</i></p> <p>Theme(s) What are the themes / messages? <i>facing danger following instructions</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first paragraph. Look for information about setting and characters.</p> <ul style="list-style-type: none"> * Record the setting (Callum's new house) and the characters mentioned so far (Callum, Dad, Melanie) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * What do you think the problem might be? Brainstorm possibilities. <p>Read the rest of page 2 and page 3 to check your predictions.</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. This allows for checking of decoding. * Summarise the problem and add to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How did Callum feel about the attack? * What did he do? * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What will happen next? * Brainstorm possibilities. <p>Read pages 4 and 5 to check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify from text. * How will the story end? * Brainstorm possibilities. <p>Read pages 6 and 7 to check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify from text. * Summarise OUTCOME and extra information about characters (ie Sweetie-pie) on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story? * Why do you think the author wrote this story?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Danger Dog

by David Hill

Set 1:4 ACTIVITIES

School Journal
Part 1 Number 1 1997

KNOWLEDGE – What are the facts

1. Make a list of characters in the story.
2. Write down where the story is set.

COMPREHENSION – Reading between the lines

3. Why did Callum's Dad say he should stand still if a dog came rushing up to him ?

APPLICATION – Using what you know from the story

4. Make up a new sign to replace the "Beware of the Dog" sign. It should explain what Sweetie-pie is really like.

ANALYSIS – What is the problem in the story

5. Draw a picture showing what the problem is in this story. Write a caption underneath explaining the problem.

SYNTHESIS – Coming up with new ideas

6. Design a really dangerous dog. Label all the scary parts.
7. Design an invention to protect you from dangerous dogs. Label your design and explain how it works.

EVALUATION – Sorting out the good from the bad

8. Make lists of the good things and the bad things about having Sweetie-pie as a pet.

Good List	Bad List
1. 2. 3.	1. 2. 3.

Set 1:5 LESSON PLAN

RA 7 - 8 yrs

SJ Part 1 Number 4 1997

Hiccups !

by Christine Larsen

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Richard has the hiccups. Everyone has a cure and Richard tries them all. Finally he gets rid of them...only to find that now someone else has them.</p> <p>Special Features : The problem is stated at the very beginning of the story. A simple sequence of events with a twist at the end.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss hiccups - What are they ? Share personal experiences - How does it feel ? How do you get rid of them?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>Richard, Mrs Peters, Scott, Dad, Mum.</i> • the setting - <i>school on the way home, at home.</i> <p>Story Problem Identifying the story problem. <i>Richard has the hiccups.</i></p> <p>Response How do the characters respond to the problem ? <i>The story doesn't say how Richard felt about having the hiccups but he obviously wanted to get rid of them. The teacher got cross. Other children laughed.</i></p> <p>Action What action do the characters take to solve the problem ? <i>Everyone tries out their cure on Richard.</i></p> <p>Outcome What happens as a result ? <i>Finally Mum's cure works, but now Scott has the hiccups.</i></p> <p>Theme(s) What are the themes / messages ? <i>helping others, problem solving</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first paragraph and look for information about the setting, the characters and the problem.</p> <ul style="list-style-type: none"> * Record the setting (at school) and the character mentioned so far (Richard) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * State the problem and summarise on the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How do you think Richard feels about having the hiccups ? * How will the other characters respond ? * What do you think they will do about it ? <p>Read the rest of page 2 and page 3 to check your predictions.</p> <ul style="list-style-type: none"> * Ask children to retell the sequence of events justifying their statements from the text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * How will the problem be solved ? * Brainstorm possibilities. <p>Read to the end of the story to check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify from text. * Summarise OUTCOME and extra information about characters <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Hiccups!

by Christine Larsen

Set 1:5 ACTIVITIES

School Journal
Part 1 Number 4 1997

KNOWLEDGE – Characters and setting

1. Make a list of characters in the story.
2. Write down where the story is set.

COMPREHENSION – Reading between the lines

3. What was the funny twist at the end of the story ?

APPLICATION – Using what you know from the story

4. Make up a poster for curing hiccups.
Include all the cures in the story and any others that you know about.
Your poster should have an eye catching title, a sentence explaining what the poster is about, and your list of cures.

ANALYSIS – What is the problem in the story

5. Draw a picture showing what the problem is in this story.
Write a caption underneath explaining the problem.

SYNTHESIS – Coming up with new ideas

6. Design a new, zany method for curing hiccups
Write a description of how it works
OR Draw a picture with labels and a caption.

EVALUATION – Sorting out the good from the bad

7. For each of the cures decide whether they are safe or risky.
Make a list of the things that could go wrong.

Cures	Things that could go wrong
1.	
2.	
3.	
4.	

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Frog gets all upset about the changes he sees going on around him and thinks it must be the end of the world. His friends try to reassure him that it is just the beginning of spring but Frog still finds something to get upset about.</p> <p>Special Features : Follows a recognisable structure similar to a fable. Requires some inferential skills to work out Frog's problem.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss the title "The end of the world." What does it mean ? Brainstorm some ways that the world might end. How would you feel if you knew that the world was about to end ? What would you do ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>Frog, Eel, Rabbit, Sparrow</i> • the setting - <i>by the river</i> <p>Story Problem Identifying the story problem <i>Frog thinks the world is coming to an end.</i></p> <p>Response How do the characters respond to the problem ? <i>Frog is very upset.</i> <i>Eel is sick of the noise Frog is making.</i></p> <p>Action What action do the characters take to solve the problem ? <i>Eel invites Rabbit and Sparrow to listen to Frog's problem to try and sort it out.</i></p> <p>Outcome What happens as a result ? <i>Eel realises that Frog doesn't know about the changes in the seasons and explains. Frog still finds something to get upset about.</i></p> <p>Theme(s) What are the themes / messages ? <i>fear of the unknown</i> <i>being negative</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page looking for clues and information about the setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. This allows for checking of decoding. "Read out the words or sentence that tells you that " * Record the setting (beside the stream) and the characters introduced so far (Frog and Eel) on a story web. <p>2. PROBLEM – RESPONSE – ACTION</p> <ul style="list-style-type: none"> * What is the matter with Frog ? How is Frog responding to his problem ? * How does Eel feel about Frog and his problem ? * What do you think they will do about it ? Brainstorm possibilities. <p>Read the rest of the conversation between Frog and Eel and find out what it is that makes Frog think the world is coming to an end.</p> <ul style="list-style-type: none"> * Retell. Ask children to justify their retelling by referring back to text. <p>Read the conversation between Frog and Rabbit and find out what else makes Frog think the world is coming to an end.</p> <ul style="list-style-type: none"> * Retell. Ask children to justify their retelling by referring back to text. <p>Read the conversation between Frog and Sparrow and find out what else makes Frog think the world is coming to an end.</p> <ul style="list-style-type: none"> * Retell. Ask children to justify their retelling by referring back to text. * Summarise PROBLEM, RESPONSE, ACTION on story web. <p>3. OUTCOME</p> <ul style="list-style-type: none"> * What do you think is really going on ? <p>Read to the end of the story and find out.</p> <ul style="list-style-type: none"> * Retell. Justify ideas from the text. * Summarise OUTCOME on story web. <p>4. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



The End of the World

Set 2:1 ACTIVITIES

School Journal
Part 1 Number 3 1986

KNOWLEDGE – Characters and Setting

1. Make a list of the characters in the story.
Draw your favourite one.

COMPREHENSION – Reading between the lines

2. Why did all the animals want to get away from Frog?

APPLICATION – Using what you know from the story

3. Imagine you are Frog and it is the beginning of WINTER.
What signs would there be that would make you think the end of the world was near?

ANALYSIS – What is the problem in the story

4. Draw a picture showing the setting in the story.
Show the strange things that Frog noticed happening around him.
Label them and explain what was happening.

SYNTHESIS – Coming up with new ideas

5. Frog noticed that three things were changing around him.
Design 3 inventions that would help him overcome the problems that he thought he would face.

EVALUATION – Sorting out the good from the bad

6. Imagine if you could only have one season, summer or winter.
Make up some charts like the ones below and list your ideas.

If we only had Summer

Good things	Bad things
1.	1.
2.	2.
3.	3.

If we only had Winter

Good things	Bad things
1.	1.
2.	2.
3.	3.

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Temuera wants to help dig the hangi but Granny says he has to build up his muscles first. She organises a training programme which includes doing alot of chores around her house. Temuera gets angry about this but feels better when he finds out that it happened to Uncle Ben when he was a boy.</p>
<p>Lesson sequence</p>	<p>Teacher prompts</p>
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>If you aren't very good at something, what can you do to get better ? Ask pupils to share own experiences of skills that they are now better at because they practised.</p> <p>Discuss the title "In Training". Brainstorm what this story might be about.</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>Temuera, Granny, Uncle Ben</i> • the setting - <i>Granny's house</i> <p>Story Problem Identifying the story problem <i>Temuera wanted to help dig the hangi but he wasn't strong enough.</i></p> <p>Response How do the main characters respond to the problem ? <i>Granny made a joke out of it.</i></p> <p>Action What action do the main characters take to solve the problem ? <i>Granny set up a training programme for Temuera which included doing a lot of chores around her house</i></p> <p>Outcome What happens as a result ? <i>Temuera got upset when he thought Granny had tricked him into doing all her work but calmed down when he realised it had happened to his Uncle as well.</i></p> <p>Theme(s) What are the themes / messages ? <i>growing up, achieving a goal learning to work</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page and look for clues and information about the setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. This allows for checking of decoding. "Read out the words or sentence that tells you that " * Record the setting (Granny's house) and the characters introduced so far (Temuera and his Granny) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * Summarise the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How does Granny respond when she finds out about Temuera's problem ? * What do you think will happen to solve the problem ? * Brainstorm possibilities. Encourage pupils to explore a range of ideas. <p>Read pages 20, 21, 22 to find out what happens.</p> <p>Note: Do this in smaller chunks if pupils are not confident with the text.</p> <ul style="list-style-type: none"> * Retell. Ask children to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What do you think of Granny's training programme ? * How is the story going to end ? What would you write if you were the author? * Brainstorm possibilities. <p>Read to the end of the story to check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify ideas from the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



In Training

by Vivienne Joseph

Set 2:2 ACTIVITIES

School Journal
Part 1 Number 1 1992

KNOWLEDGE – What are the facts

1. Make a list of all the activities that Granny included in Temuera's training programme.


COMPREHENSION – Reading between the lines

2. Why did Temuera's face get hot as if he'd been sunburnt? (page 24)

APPLICATION – Using what you know from the story

3. Make up your own training programme that would help you get stronger. Include jobs that you could do around your house.

ANALYSIS – Windows into the story

4.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

5. Design and draw an invention which you could use to dig a hangi and avoid having to do all that training. Use labels to explain how it works.

EVALUATION – Sorting out the good from the bad

6. The training programme had advantages for both Temuera and Granny. Make lists of all the things you can think of.

Advantages for Temuera	Advantages for Granny
1.	1.
2.	2.
3.	3.

Set 2:3

LESSON PLAN

Silent Reading

RA 8 - 9 yrs

SJ Part 2 Number 2 1999

by David Hill

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>On Saturday mornings, the girl in this story helps her Mum who works in the library. She is very good at what she does, but it isn't books or newspapers that she clears out. It's the pesky little kids. Unfortunately the little kids are now too frightened to come to the library.</p> <p>Special Features : The problem is stated in the introduction.</p>
Lesson sequence	Teacher prompt
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss visits to the Public Library - What is the Public Library for ? What can you do there ?</p> <p>Discuss title - What do you think this story might be about ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>the girl, kids, Mum</i> • the setting - <i>the Public Library</i> <p>Story Problem Identifying the story problem <i>There are little kids at the library who misbehave.</i></p> <p>Response How does the character respond to the problem ? <i>Asked them politely to behave but got very annoyed when they ignored her.</i></p> <p>Action What action does the main character take to solve the problem ? <i>She played tricks on them to frighten them off.</i></p> <p>Outcome What happens as a result ? <i>The little kids were too scared to come to the library. The girl realised she might have gone too far.</i></p> <p>Theme(s) What are the themes / messages ? <i>respect, behaving appropriately helping out, showing initiative</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page. Look for information about the setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. This allows for checking of decoding. "Read out the words or sentence that tells you that " * Record the setting (library) and the characters (the girl, little kids) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * State the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * Look at the picture on page 36. How do you think the girl is feeling ? * What will she do about the problem ? * Brainstorm possibilities. <p>Read page 37 and find out how she clears out the first kid.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. <p>Read page 38 and find out how she clears out the next two boys.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. <p>Read page 39 and find out how she clears out the next two pesky kids.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. <p>Read page 40 and find out how she got rid of the last two little girls.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION and add to story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * Do you think she is doing a good job ? What might the librarians think ? <p>Read to the end of the story and find out.</p> <ul style="list-style-type: none"> * Retell. Justify ideas from the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Silent Reading

by David Hill



Set 2:3 ACTIVITIES

School Journal
Part 2 Number 2 1999

KNOWLEDGE – What are the facts

1. Make a list of the 4 things the little kids were doing wrong in the library.

COMPREHENSION – Reading between the lines

2. Why was the girl in the story going to clear out her room instead of going to help her mum at the library this Saturday ?

APPLICATION – Using what you know from the story

3. Make a poster for GOOD behaviour at the Public Library.
Your poster should have an eye catching title and a list of the right things that little children should be doing while they are in the library.

ANALYSIS – Showing how the story works

4. Draw a bird's eye view of the library in this story.
Show the fish tank and the other parts of the library that are mentioned in the story.

SYNTHESIS – Coming up with new ideas

5. Think of your own method for scaring off pesky little kids at the library.
Write a description of what you would do
OR Draw a picture with labels and a caption

EVALUATION – Sorting out the good from the bad

6. The girl in the story was trying to sort out the problems in the library.
Make a list of the positive things that happened as a result of her actions, and a list of negative things that happened.

Good Results	Bad Results
1. 2. 3.	1. 2. 3.

Set 2:4 LESSON PLAN

Bits in a Jar

RA 8 - 9 yrs

SJ Part 2 Number 1 1991

by Brian Douglas

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>When Brian has his tonsils out his teacher suggests he bring them to school for the science table. Dad thinks it is a great opportunity to play a practical joke and the class ends up with some ox hearts instead of tonsils.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss children's experiences in hospital and in particular having tonsils out. What are tonsils and what do they do ?</p> <p>This is a story about tonsils. What clues are there in the title about the story ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>the boy, Dad, Mum Mrs Thompson</i> • the settings - <i>hospital, in the car at home, at school</i> <p>Story Problem Identifying the story problem. <i>The boy in the story has to get his tonsils out. He forgot to ask for his tonsils at the hospital.</i></p> <p>Response How do the characters respond to the problem ? <i>He was upset that he forgot them.</i></p> <p>Action What action do the characters take to solve the problem ? <i>Dad decided to play a practical joke .</i></p> <p>Outcome What happens as a result ? <i>Brian was embarrassed and was planning revenge.</i></p> <p>Theme(s) What are the themes / messages ? <i>practical jokes, embarrassment</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page and look for information about the setting and the characters.</p> <ul style="list-style-type: none"> * Retell. Check that children understand what is happening. Read page 45 for further clues and information. * Retell. Ask children to justify their statements from the text. * Record the settings (at hospital and coming home) and what you know about the main characters so far on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * State the problem and summarise on the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How does Brian respond when he realises he forgot to ask for his tonsils ? * What could they do to solve the problem ? * Brainstorm possibilities. Read pages 46 and 47 to check your predictions. * Ask pupils to retell the sequence of events justifying their statements from the text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * Why is Mrs Thompson smiling ? What is she going to say ? * How would you end this story if it was yours ? * Brainstorm possibilities. Read to the end of the story to find out what does happen. * Retell. Justify from text. * Summarise OUTCOME and extra information about characters. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Bits in a Jar

by Brian Douglas

Set 2:4 ACTIVITIES

School Journal
Part 2 Number 1 1991

KNOWLEDGE – Characters and setting

1. Draw pictures of the different settings in the story.


COMPREHENSION – Reading between the lines

2. Why was Dad in a hurry when he dropped the boy off at school with his tonsils ?

APPLICATION – Using what you know from the story

3. Make up a poster about having your tonsils out for kids who are going to have the operation. Use all the information in the story.

ANALYSIS – Windows into the story

4.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

5. Make up a practical joke that the boy could play on his Dad when he gets home.
Draw a diagram with labels to show how it would work
OR Describe it in writing

EVALUATION – Sorting out the good from the bad

6. List the good things about playing practical jokes and the difficulties or problems with practical jokes.

The GOOD things about playing practical jokes	The PROBLEMS with playing practical jokes
1.	1.
2.	2.
3.	3.

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Alex and Kim are number plate spotters. Dad gets annoyed with them on a long trip but their observation skills pay off when they are able to provide the police with information about a hit and run incident.</p> <p>Special Features : The author develops the characters before introducing the problem. Once the problem is established it is quickly resolved.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss the purpose of number plates on cars and motorbikes. Discuss personalised number plates - share examples pupils have seen or brainstorm some ideas.</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>Alex, Kim, Dad</i> • the setting - <i>in the car, at home</i> <p>Story Problem Identifying the story problem <i>They hear about a hit and run incident on the radio.</i></p> <p>Response How do the main characters respond to the problem ? <i>They remember seeing the number plate of the hit and run car.</i></p> <p>Action What action do the main characters take to solve the problem ? <i>Dad stops and rings the police.</i></p> <p>Outcome What happens as a result ? <i>The police catch the hit and run driver and the children receive a reward from the car owner.</i></p> <p>Theme(s) What are the themes / messages ? <i>being a good citizen</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page and look for clues and information about the setting and the characters.</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. This allows for checking of decoding. "Read out the words or sentence that tells you that " <p>Read page 33 and look for further clues.</p> <ul style="list-style-type: none"> * Retell. Justify statements from text. * Record the setting (travelling in the car) and the characters (Alex, Kim, Dad) on a story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * Using what you already know from the story and the title, what might be the problem that the author is going to introduce ? * Brainstorm possibilities. <p>Read pages 34 and 35 to check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify statements using the text. * Summarise the problem and add it to your story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How did the characters respond to the problem? What did they do ? * Summarise RESPONSE and ACTION on story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What will be the OUTCOME of what they did ? How will the story end ? * Brainstorm possibilities. <p>Read pages 36 and 37 to check your predictions and find out.</p> <ul style="list-style-type: none"> * Retell. Justify ideas from the text. * Summarise OUTCOME on your story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.

The Reward

by Anne McDonell



Set 2:5 ACTIVITIES

School Journal
Part 2 Number 4 1997

KNOWLEDGE – What are the facts

1. List the 4 number plates that the kids saw and write down why they thought they matched each car.


COMPREHENSION – Reading between the lines

2. Why was Dad getting annoyed with the kids in the back seat of the car?

APPLICATION – Using what you know from the story

3. Make a poster showing all the things that kids can do in a car on a long journey.

ANALYSIS – Windows into the story

4.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

5. Design personalised number plates for 3 (or more) people you know. For example, your teacher or your mother. Explain your choice.
e.g. My teacher

C3B4ME

 because it's what she always tells us to do.

EVALUATION – Sorting out the good from the bad

6. List the good things about being a number plate spotter, as well as reasons why it might not be a good hobby.

Good things about being a number plate spotter	Reasons why number plate spotting might not be a good hobby
1.	1.
2.	2.
3.	3.

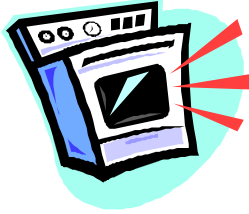
Set 3:1 LESSON PLAN

Pavlova Queen

RA 8½ - 9 ½ yrs SJ Part 2 Number 2 1997

by Rose Hudson

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Mum is OK with roast dinners but when it comes to baking cakes, Dad is the expert. During the school holidays, the children convince her to have a go at making a pavlova. The result is a disaster when the ingredients catch on fire. Mum decides to leave cakes to Dad.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Who does the cooking at your place ? Discuss any cooking disasters that the children may have experienced.</p> <p>Discuss the title "Pavlova Queen". What clues are there about the story in the title ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters - <i>mum and the kids</i> • the setting - <i>at home</i> <p>Story Problem Identifying the story problem <i>Mum is hopeless at baking but the kids want her to have a go at making a pavlova.</i></p> <p>Response How do the characters respond to the problem ? <i>Mum is very reluctant to have a go given her past experiences.</i></p> <p>Action What action do the main characters take to solve the problem ? <i>The kids finally get her interested by comparing baking to a science experiment.</i></p> <p>Outcome What happens as a result ? <i>Things go wrong. The ingredients catch on fire. Mum decides to leave the cake making to Dad.</i></p> <p>Theme(s) What are the themes / messages ? <i>safety in the kitchen having a go at new things</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first 2 paragraphs. Look for information about setting, characters and the problem</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. "Read out the words or sentence that tells you that." <p>Read to the end of page 36, looking for additional information.</p> <ul style="list-style-type: none"> * Retell. Justify statements using the text * Summarise and record information about setting/characters on story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * What is the problem that the author has created for this story ? * Summarise the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How does Mum feel about the problem * Why is she so reluctant to have a go ? * How could you convince her to have a go ? * Brainstorm possibilities. <p>Read page 37 and 38 down to "...to admire our effort" to find out how they get on.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * Brainstorm as many possible outcomes for this story. * How would you end this story if it was yours ? <p>Finish the story to see what ending the author has chosen.</p> <ul style="list-style-type: none"> * Retell. Justify ideas from the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Pavlova Queen

by Rose Hudson



Set 3:1 ACTIVITIES

School Journal
Part 2 Number 2 1997

KNOWLEDGE – What are the facts

1. Make a list of the things you have to do to make a pavlova.

COMPREHENSION – Reading between the lines


2. *"That's how scientists like Marie Curie and Lord Rutherford made new discoveries."*

What does Mum mean when she says this ?

APPLICATION – Using what you know from the story

3. Make up a "Safety in the Kitchen" poster.
Include things you have learnt in the story and things you already know.

ANALYSIS – Windows into the story

4.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

5. Design a really automatic oven that does a whole lot more than just bake cakes. Draw your design. Remember to label the parts.

EVALUATION – Sorting out the good from the bad

6. The kids in the story wanted Mum to learn to bake cakes. List the good points about this idea, and the difficulties and dangers.

The good points about this were.....	The difficulties and dangers were....
1.	1.
2.	2.
3.	3.

Set 3:2 LESSON PLAN Toby Mouse and Isobel

RA 8½ - 9½ yrs SJ Part 2 Number 4 1998

by Jillian Sullivan

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Toby Mouse's sister has been hurt by the cat. Toby has to get her food, but also gets cornered by the cat. Isobel rescues him and plans to keep him as a pet, but the need to help his sister is too strong.</p> <p>Special Features : The story starts off from Toby Mouse's point of view and then changes to Isobel's. Reader has to infer what happened to Toby.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss what pupils know about wild mice -Where do they live ? What do they eat ? Who are their enemies ?</p> <p>Discuss writing a story from a mouse's point of view. What sort of things might you include in your story ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the main characters -Toby Mouse, his sister, the cat, Isobel. • the setting - the garden and inside Isobel's home. <p>Story Problem Identifying the story problem <i>The cat has hurt Toby Mouse's sister.</i></p> <p>Response How do the characters respond to the problem ? <i>Toby knows he has to get her some food but he is scared of the cat.</i></p> <p>Action What action do the characters take to solve the problem ? <i>He creeps from under the daisy bush to look for food but gets cornered by the cat.</i></p> <p>Outcome What happens as a result ? <i>Isobel rescues him, feeds him, wants to keep him as a pet. Toby escapes. Isobel leaves food out for him and his sister.</i></p> <p>Theme(s) What are the themes / messages ? <i>caring for others seeing someone else's point of view</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page. Look for information about setting, characters and the problem.</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. "Read out the words or sentence that tells you that ." * Summarise and record information about setting and characters on your story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * What is the problem that the author has created for this story ? * Summarise the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * How does Toby Mouse feel about the problem ? * What could he do to get food and avoid the cat ? * Brainstorm possibilities. <p>Read page 25 to find out what he decides to do and how he gets on.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What is going to happen to Toby now ? * Brainstorm as many possible outcomes for the story from this point on. <p>Read pages 26 and 27 to see if your ideas match the author's.</p> <ul style="list-style-type: none"> * Retell. Justify ideas from the text. * What will Toby do ? What are his choices ? * What would you do if you were Toby ? Why ? <p>Read to the end of the story to see what happens.</p> <ul style="list-style-type: none"> * Retell. Justify using text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.

Toby Mouse and Isobel

by Jillian Sullivan



Set 3:2 ACTIVITIES

School Journal
Part 2 Number 4 1998

KNOWLEDGE – Characters and Setting

1. Make a list of the characters in the story.
2. Draw a map of the setting showing the places mentioned in the story.


COMPREHENSION – Reading between the lines

3. Why did Toby run away from Isobel ?

APPLICATION – Using what you know from the story

4. Make a chart about "How to look after a pet mouse" including Isobel's good ideas.

ANALYSIS – Windows into the story

5.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

6. Design some weapons a mouse could use to protect himself from cats. Use labels to explain how they work.

EVALUATION – Seeing both sides

7. **"Toby Mouse did the right thing"**
List reasons for agreeing with, and disagreeing with this statement.

I agree with this statement because.....	I disagree with this statement because.....
1.	1.
2.	2.
3.	3.

Set 3:3

LESSON PLAN

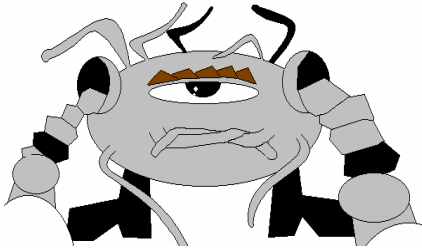
Alien

RA 8½ - 9 ½ yrs

SJ Part 2 Number 2 1995

by John O'Brien

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Sarah has been captured by an alien who has plans to turn her into the most powerful creature on the planet. Sarah has to do some quick thinking to avoid all sorts of physical modifications. The alien leaves thinking she is his slave and promises to return to check on her in a million years.</p> <p>Special Features : Problem solving</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss stories pupils have read or seen on TV about humans being abducted by aliens.</p> <p>What usually happens ? Why do the aliens do it ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the main characters -the alien, Sarah • the setting - the alien's space ship. <p>Story Problem Identifying the story problem <i>Sarah has been abducted by an alien and is about to be reconstructed.</i></p> <p>Response How do the characters respond to the problem ? <i>Sarah wants to know what has happened and why.</i></p> <p>Action What action do the characters take to solve the problem ? <i>Sarah has to think quickly to outsmart the alien.</i></p> <p>Outcome What happens as a result ? <i>The alien leaves thinking his mission has been successful, not knowing that he has been outsmarted.</i></p> <p>Theme(s) What are the themes / messages ? <i>problem solving outsmarting an opponent</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first paragraph to the group.</p> <ul style="list-style-type: none"> * Establish the characters in the story and the setting. <p>Read page 42 and look for additional information about the problem.</p> <ul style="list-style-type: none"> * Ask children to retell what they have read and justify their statements from the text. "Read out the words or sentence that tells you that ." * Summarise and record information about setting and characters on your story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * What is the problem that Sarah is confronted by ? * Summarise the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * What would be your response to this problem ? How would you feel ? * What would you do ? * Brainstorm possibilities. <p>Read page 43 to find out what Sarah does to avoid getting 100 legs.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Can you think of a reply that would get you out of 23 heads ? <p>Read pages 44 and 45 to see what Sarah comes up with and what else the alien has planned for her.</p> <ul style="list-style-type: none"> * Retell. Justify from the text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What is going to happen to Sarah now ? * Brainstorm as many possible outcomes for the story from this point on. <p>Read page 46 to see if your ideas match the authors.</p> <ul style="list-style-type: none"> * Retell. Justify retell from the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Alien

by John O'Brien

Set 3:3 ACTIVITIES

School Journal
Part 2 Number 2 1995

KNOWLEDGE – What are the facts

1. List the modifications the alien wanted to make to Sarah.


COMPREHENSION – Reading between the lines

2. Why did Sarah smile to herself as the alien left ?

APPLICATION – Using what you know from the story

3. Design a poster titled "What to do when abducted by aliens."

ANALYSIS – Windows into the story

4.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

5. Think of ways that you could rebuild Sarah that would make her the most powerful creature on the planet. Draw a picture of your modified Sarah. Label and explain her new powers.

EVALUATION – Seeing both sides

6. ***"There are aliens who visit our planet regularly"***

List reasons for agreeing with, and disagreeing with this statement.

I agree because.....	I disagree because.....
1.	1.
2.	2.
3.	3.

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>Every Saturday morning the children in this story have to stay in their rooms until they have tidied them. They think their mother is really mean because they never have a chance to play, but in actual fact they have quite an interesting time.</p> <p>Special Features : Provides opportunity for inferential comprehension. Is mum really mean?</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Discuss the work that the children are asked to do around their homes. Is it reasonable for parents to ask their kids to help out ? Why ? Why not ? Discuss tidying bedrooms. Why is this such a universally difficult task ?</p> <p>This story is called "Children's Work". From our discussion, what do you think it is going to be about ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the main characters - Jeanette, Deedee, Pete, Mum • the setting - at home <p>Story Problem Identifying the story problem <i>Every Saturday morning the kids have to tidy their bedrooms</i></p> <p>Response How do the characters respond to the problem ? <i>They get distracted from tidying up.</i></p> <p>Action What action do the characters take to solve the problem ? <i>They start fighting and playing silly games.</i></p> <p>Outcome What happens as a result ? <i>They get into trouble with mum and end up having to clean up an even bigger mess. Mum gets blamed for being mean.</i></p> <p>Theme(s) What are the themes / messages ? <i>co-operation childish irresponsibility</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first paragraph to the group.</p> <ul style="list-style-type: none"> * Establish the characters in the story, the setting, and the problem. <p>Read page 28 and look for more information about the problem.</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. "Read out the words or sentence that tells you that ." * Summarise and record information about setting and characters on your story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * What is the problem that the children have ? * Summarise the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * What would be your response to this problem ? How would you feel ? * What would you do ? * Brainstorm possibilities. <p>Read page 30,31,32 to find out how the children in this story feel about the problem (RESPONSE) and what they do (ACTION). Note: Break this into smaller chunks if pupils are not confident with the text.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What do you think is going to happen next ? * Brainstorm possible outcomes for the story from this point on. <p>Read to the end of the story to see if your ideas match the authors.</p> <ul style="list-style-type: none"> * Retell. Justify retell from the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story ? * Why do you think the author wrote this story ?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Children's Work

by Jeanette Smith

Set 3:4 ACTIVITIES

School Journal
Part 2 Number 2 1994

KNOWLEDGE – Characters and setting

1. Make a list of the characters in the story from youngest to oldest
2. Write down the setting of the story.

COMPREHENSION – Reading between the lines

3. Why did the children do the things they did when they were supposed to be tidying their rooms.

APPLICATION – Using what you know from the story

4. It is Saturday morning and you have to tidy up your room. Make a list of the things you would have to do and how long each thing would take. Work out the total time for the whole job.

ANALYSIS – Showing how the story works

5. Draw a bird's eye view of the children's house. Show Mum and the kids in the house. Use labels on your diagram to explain why Pete has to get out the window to get his pillow.

SYNTHESIS – Coming up with new ideas

6. Design another way for the children to get out of their rooms in an emergency.

EVALUATION – Seeing both sides

7. ***"We've got a really mean mother. She makes us waste all our Saturdays tidying our rooms and we never get a chance to play."***

List reasons why you would agree with this statement, and reasons why you would disagree with this statement.

This is a fair statement because.....	This is an unfair statement because.....
1.	1.
2.	2.
3.	3.

Set 3:5 LESSON PLAN Night on the Reef

RA 8½ - 9 ½ yrs SJ Part 2 Number 1 1996

by Tufulasi Taleni

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> • Use reading strategies (MSV cues and prediction) to gain meaning • Identify language features and structure of narrative text • Use higher level thinking skills (Bloom's Taxonomy) 	<p>A young Samoan boy is very excited about going on his first night fishing expedition out to the reef with his father. An unexpected storm blows up and the boy and his father are in great danger as they are battered by the waves. Eventually the storm dies down and they are able to make their way back to their village.</p>
Lesson sequence	Teacher prompts
<p>Prereading</p> <ul style="list-style-type: none"> • Discuss underlying concepts to be met in the story • Relate concepts to personal experiences 	<p>Explain that this story is about life on a Pacific island. Ask pupils to share their knowledge about what it might be like - how is it different from life here in NZ. Show an enlargement of the map on page 38. Provide an explanation about the reef in the story and how it is effected by tides.</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the main characters - the boy, his father • the setting - the village and the reef <p>Story Problem Identifying the story problem <i>A storm blows up while they are out fishing</i></p> <p>Response How do the characters respond to the problem? <i>The boy started to panic. He was sure he was going to drown.</i></p> <p>Action What action do the characters take to solve the problem? <i>His father tried to find the canoe. The boy tried to swim and cried out for help. His father prayed.</i></p> <p>Outcome What happens as a result? <i>They found a rock to rest on. The wind started to calm down. They found their canoe.</i></p> <p>Theme(s) What are the themes /messages? <i>new experiences, growing up facing danger, problem solving</i></p>	<p><i>During GSR it is suggested that the children build up a story web (characters, setting, theme, plot) either individually or as a group. See example on page 6.</i></p> <p>1. ORIENTATION Read the first page and look for information about the setting and the characters in the story.</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. "Read out the words or sentence that tells you that." * Summarise information about setting and characters on your story web. * What do you think the story is going to be about? <p>Read pages 33 and 34 to check your predictions.</p> <ul style="list-style-type: none"> * Add additional information about setting and characters to story web. <p>2. PROBLEM</p> <ul style="list-style-type: none"> * What do you think the problem might be? * Brainstorm as many possibilities as you can think of. <p>Read page 35 and check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify retelling using the text * Summarise the problem and add it to the story web. <p>3. RESPONSE – ACTION</p> <ul style="list-style-type: none"> * What is the boy's response to the storm? What would you do? * Brainstorm possibilities. <p>Read pages 36 and 37 to find out what happens.</p> <ul style="list-style-type: none"> * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE and ACTION on the story web. <p>4. OUTCOME</p> <ul style="list-style-type: none"> * What do you think is going to happen next? * Brainstorm possibilities. <p>Read to the end of the story to see if your ideas match the authors.</p> <ul style="list-style-type: none"> * Retell. Justify retell from the text. * Summarise OUTCOME on story web. <p>5. THEME(S)</p> <ul style="list-style-type: none"> * What are the themes or messages in this story? * Why do you think the author wrote this story?
<p>Follow up Activities</p> <ul style="list-style-type: none"> • Clarifying understanding • Developing critical thinking 	<ul style="list-style-type: none"> • Go through the Activities sheet with the children. • Brainstorm and discuss ideas, model activities where necessary. • Assign activities or allow choice depending on time constraints / needs.



Night on the Reef

by Tufulasi Taleni



Set 3:5 ACTIVITIES

School Journal
Part 2 Number 1 1996

KNOWLEDGE – What are the facts

1. Draw pictures of the things they took on their fishing trip. Label each item and explain what they were for.


COMPREHENSION – Reading between the lines

2. Why couldn't the boy see the mountains or the bright lights at Faleolo Airport ?

APPLICATION – Using what you know from the story

3. Make a poster explaining the dangers of a night time reef fishing trip. Show the things that you should take with you in case of an emergency.

ANALYSIS – Windows into the story

4.  Imagine you are looking through a window at the most important event in the story you have just been reading. Draw what you see. Explain what is happening. Explain why you think this is the most important event.

SYNTHESIS – Coming up with new ideas

5. Design a boat that you could use to go night fishing on the reef. Include lots of features that would keep you safe from freak storms.

EVALUATION – Seeing both sides

6. Think about what it would be like living on a Pacific island like Tufulasi's and then fill in a chart like the one below.

Advantages of living on a Pacific island	Disadvantages of living on a Pacific island
1.	1.
2.	2.
3.	3.