

GUIDED SILENT READING

Using narrative text

BOOK ONE

Part 1 and 2 School Journals 1990-2000



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sample eBook

GUIDED SILENT READING 1

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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 - <i>fox, goat</i> • the setting - <i>the well</i> <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</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 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. <p>Read the rest of page 14 to find out what idea fox comes up with.</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 fox's plan is ? * Brainstorm possibilities. <p>Read to the end of the story. What is her plan ? Does it work ?</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 ? <i>eg. Watch out for people who try to trick you to solve their own problems.</i>
<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.

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. 2. 3.	1. 2. 3.