

# GUIDED SILENT READING

*Using narrative text*

**BOOK THIRTEEN**

**Part 1 School Journals**



**Hilton Ayrey**

**sample eBook**

# GUIDED SILENT READING BOOK 13

## Stories from Part 1 NZ School Journals

# CONTENTS

---

<b>TEACHING NOTES</b>	3-6
<b>Instructional Reading Age 7-8 years</b>	
<b>GSR 13:1</b> <b>Back in My Day</b> by Kanaeda Tipene School Journal Part 1 Number 4 2007	9
<b>GSR 13:2</b> <b>Josh and the Tooth Fairy</b> by Beverley Wood School Journal Part 1 Number 1 2009	11
<b>GSR 13:3</b> <b>Missing the Bus</b> by Fran Hunia School Journal Part 1 Number 4 2009	13
<b>GSR 13:4</b> <b>Welcome Home</b> by Sue Gibbison School Journal Part 1 Number 2 2010	15
<b>Instructional Reading Age 8-9 years</b>	
<b>GSR 13:5</b> <b>Mice For Sale</b> by Julia Wall School Journal Part 1 Number 1 2007	17
<b>GSR 13:6</b> <b>Use Your Imagination</b> by Bronwyn Tainui School Journal Part 1 Number 2 2007	19
<b>GSR 13:7</b> <b>Billy Jimbob</b> by M. Ross Davies School Journal Part 1 Number 4 2007	21
<b>GSR 13:8</b> <b>No More Cats</b> by Jennifer Beck School Journal Part 1 Number 3 2008	23
<b>GSR 13:9</b> <b>Apricot Loaf</b> by Robyn Luketina School Journal Part 1 Number 2 2009	25
<b>GSR 13:10</b> <b>Mei-Lin's Wish</b> by Lindy Kelly School Journal Part 1 Number 3 2009	27
<b>GSR 13:11</b> <b>Anansi and Turtle</b> by retold by olabanji and Robyn Kat School Journal Part 1 Number 4 2009	29
<b>Instructional Reading Age 8½-9½ years</b>	
<b>GSR 13:12</b> <b>Statues</b> by Bill Nagelkerke School Journal Part 1 Number 5 2007	31
<b>GSR 13:13</b> <b>Red Flags</b> by Jura Fearnley School Journal Part 1 Number 5 2008	33
<b>GSR 13:14</b> <b>The Helium Melon Seed Boy</b> by Giselle Fortune School Journal Part 1 Number 2 2009	35
<b>GSR 13:15</b> <b>Marama's Dog</b> by Giselle Fortune School Journal Part 1 Number 1 2009	37
<b>GSR 13:16</b> <b>Mele's Money Dance</b> by Feana Tu'akoi School Journal Part 1 Number 1 2010	39
<b>GSR 13:17</b> <b>Nia's Hair</b> by Loisi Williamson School Journal Part 1 Number 3 2010	41
<b>GSR 13:18</b> <b>Making the Team</b> by Feterika Sao School Journal Part 1 Number 2 2011	43
<b>Instructional Reading Age 9-10½ years</b>	
<b>GSR 13:19</b> <b>In a Hundred Years Time</b> by Brittany Louise Dick School Journal Part 1 Number 3 2007	45
<b>GSR 13:20</b> <b>Roy Paints a Cat</b> by Rachel Hayward School Journal Part 1 Number 2 2009	47
<b>APPENDIX</b> : Additional teaching notes and exemplars	50-61

# LESSON PLANS

## Time savers for the teacher

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

### **STORY SUMMARY and SPECIAL FEATURES**

Select from the list on page 53 according to the needs of your students. There is a Long Term Plan on page 54 showing how these learning Outcomes link to the NZ English Curriculum document.

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

Select from the list on page 53 according to the needs of your students. There is a Long Term Plan on page 54 showing how these learning Outcomes link to the NZ English Curriculum document.

### **BEFORE READING DISCUSSION**

Orientate your readers to the story - engage the brain.

Prompts to

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

### **GUIDED SILENT READING**

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

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

### **AFTER READING DISCUSSION**

Now that the story has been properly processed, time to

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

### **IMPORTANT CONSIDERATIONS**

Each lesson plan provides prompts for all six stages of our comprehension strategy instruction programme. The idea of 'stages' signals that there is a developmental progression that students should work through and considerable time should be spent on each stage to develop fluency before adding more complexity.

For more information on this developmental progression turn to page 51 and visit our website [www.handyres.com](http://www.handyres.com) to sign up for our full online teacher training programme in comprehension strategy instruction, CSI ONLINE.

# LESSON PLAN for each story

## GSR 13:11 LESSON PLAN

RA 8-9 years SJ Part 1 Number 4 2009

## Anansi and Turtle

retold by Olabanji and Robyn Kat

### STORY SUMMARY

Anansi the spider is reluctant to share his meal of yams with Turtle so he tricks Turtle into washing his feet in the river before he eats. But of course Turtle's feet keep getting dirty on the way back from the river so he misses out on the yams. Turtle gets him back by preparing a meal at the bottom of the river.

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

### SPECIAL FEATURES

Traditional folk tale - explores human behavior through animal stories.

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

### BEFORE READING DISCUSSION

#### 1. Clues from the title

ANANSI AND TURTLE - what clues are there in this title?  
Brainstorm possible characters and story problems.

Question prompts to access prior knowledge and experiences

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

Discuss the format of traditional stories - lessons about life; talking animals.

### GUIDED SILENT READING using THE THREE STEPS

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

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

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

The Three Steps helps the reader process the text properly

#### STEP 3: Clear the Roadblocks

Add new information to your Story Web - see suggestions below (CSI Stage 5A).

**Setting:** At the homes of Anansi the siper and Turtle.  
**Characters:** Anansi the spider and Turtle.

**Problem:** Turtle is hungry and would like Anansi the spider to share his meal of yams with him.

**Feelings:** Anansi knew that he should but didn't want to.

**Action:** He tricked Turtle by insisting that he has clean feet before eating.

**Outcome:** Turtle misses out on the yams. Turtle gets Anansi back the next day.

**Theme:** It doesn't pay to be selfish.

Prompts for the teacher:  
Suggestions for the Story Web

### AFTER READING DISCUSSION

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

[Made me laugh, an interesting topic, created a real character, described a place well, satisfying storyline, used interesting words]

**Possible Responses:** Traditional stories are fun. There is always a message.  
It was a good trick that turtle played on Anansi.  
The ending was good - Anansi got what he deserved for being selfish.

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

Some suggestions to prompt evaluation of the story after reading

### FOLLOW-UP ACTIVITIES

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

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

# **FOLLOW UP ACTIVITIES**

## **using Bloom's Taxonomy**

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

### **An organisational necessity**

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

### **All the hard work has been done for you**

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

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

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

### **An important part of Comprehension Strategy Instruction**

- ◆ The higher level thinking skills of application, analysis, synthesis, and evaluation are important comprehension strategies in their own right.
- ◆ See page 55 for more information about this.

## **SUGGESTIONS FOR USING THESE ACTIVITIES**

- ◆ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results. Use pages 57-60 to help you with this.
- ◆ Don't expect students to do them all
  - allow choice; they will find that very motivating
- ◆ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.  
For example 1=had a go,  
3=completed task according to agreed criteria  
5=something extra-went beyond the requirement  
Each activity can be rated 3 times - self, buddy, teacher (has the final say)
- ◆ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

**See pages 57-60 for exemplars of some of the activities**

# FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills



## Anansi and Turtle

Retold by Olabanji and Robyn



### GSR 13:11 ACTIVITIES

School Journal  
Part 1 Number 4 2009

#### REMEMBERING - What are the facts

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

BLOOM'S LEVEL ONE  
Finding the facts

#### UNDERSTANDING - Show that you understand the story

2. Draw a picture with labels to show you understand why Turtle missed the yams.
3. Choose 3 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what it means.

BLOOM'S LEVEL TWO  
Show understanding of the ideas or action in the story

#### APPLYING - Using what you know from the story

4. Make an invitation for Anansi to join Turtle for dinner.  
*An invitation should be well designed to get the readers attention and should include when, where and what to bring.*
5. Write a poem or rap song about Anansi the selfish spider.

BLOOM'S LEVEL THREE  
Using the information in the story in another way

#### ANALYSING - Windows into the story

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

BLOOM'S LEVEL FOUR  
Learning to analyse the story by identifying the key moment

#### CREATING - Coming up with new ideas

7. Design another way for Anansi to be able to eat Turtle's meal at the bottom of the river.  
*Label your drawings or write descriptions to explain your interesting ideas*

BLOOM'S LEVEL FIVE  
Another point of view - some creative fun

#### EVALUATING - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about sharing what you have with others.

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

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

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

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

**STORY SUMMARY**

Anansi the spider is reluctant to share his meal of yams with Turtle so he tricks Turtle into washing his feet in the river before he eats. But of course Turtle's feet keep getting dirty on the way back from the river so he misses out on the yams. Turtle gets him back by preparing a meal at the bottom of the river.

**SPECIAL FEATURES**

Traditional folk tale - explores human behavior through animal stories.

**LEARNING OUTCOMES** choose from the list on page 54 according to the needs of your students**BEFORE READING DISCUSSION****1. Clues from the title**

ANANSI AND TURTLE - what clues are there in this title?  
Brainstorm possible characters and story problems.

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

Discuss the format of traditional stories - lessons about life; talking animals.

**GUIDED SILENT READING using THE THREE STEPS**

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

**STEP 1: Read Silently**

Make sure you understand all the information

**STEP 2: Detailed Retelling**

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

**STEP 3: Clear the Roadblocks**

Add new information to your Story Web - see suggestions below (CSI Stage 5A).

**Setting:** At the homes of Anansi the siper and Turtle.

**Characters:** Anansi the spider and Turtle.

**Problem:** Turtle is hungry and would like Anansi the spider to share his meal of yams with him.

**Feelings:** Anansi knew that he should but didn't want to.

**Action:** He tricked Turtle by insisting that he has clean feet before eating.

**Outcome:** Turtle misses out on the yams. Turtle gets Anansi back the next day.

**Theme:** It doesn't pay to be selfish.

**AFTER READING DISCUSSION**

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

[Made me laugh, an interesting topic, created a real character, described a place well, satisfying storyline, used interesting words]

**Possible Responses:** Traditional stories are fun. There is always a message.

It was a good trick that turtle played on Anansi.

The ending was good - Anansi got what he deserved for being selfish.

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

**FOLLOW-UP ACTIVITIES**

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



# Anansi and Turtle



Retold by Olabanji and Robyn Kat

## GSR 13:11 ACTIVITIES

School Journal  
Part 1 Number 4 2009

### REMEMBERING - What are the facts

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

### UNDERSTANDING - Show that you understand the story

2. Draw a picture with labels to show you understand why Turtle missed out on the yams.
3. Choose 3 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what it means.

### APPLYING - Using what you know from the story

4. Make a invitation for Anansi to join Turtle for dinner.  
*An invitation should be well designed to get the readers attention and should include when, where and what to bring.*
5. Write a poem or rap song about Anansi the selfish spider.

### ANALYSING - Windows into the story

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

### CREATING - Coming up with new ideas

7. Design another way for Anansi to be able to eat Turtle's meal at the bottom of the river.  
*Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATING - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about sharing what you have with others.

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

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

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

# GSR 13:18 LESSON PLAN

RA 8½-9½ years SJ Part 1 Number 2 2011

# Making the Team

by Feterika Sao

## STORY SUMMARY

It's time for the rugby trials and Ruby (and her dad) have been training all week. But it seems that her fitness isn't good enough and she misses out on selection. With some encouragement from Dad she decides to do something about it.

## SPECIAL FEATURES

Strong theme - facing up to the disappointment of missing out on team selection.

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

### BEFORE READING DISCUSSION

#### 1. Clues from the title

MAKING THE TEAM - what clues are there in this title?

Brainstorm possible characters and story problems.

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

Discuss students experiences with trying out for sports teams.

### GUIDED SILENT READING using THE THREE STEPS

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

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

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

#### STEP 3: Clear the Roadblocks

Add new information to your Story Web - see suggestions below (CSI Stage 5A).

**Setting:** At school and at home.

**Characters:** Ruby, her dad and her mum, Wesley the team coach.

**Problem:** Ruby really wants to be in the rugby team but she isn't selected.

**Feelings:** She is very disappointed - doesn't talk on the way home and doesn't want to eat her favourite macaroni cheese.

**Action:** Dad wants to get her talking about her disappointment..

**Outcome:** Ruby and Dad head off for a training run before tea. Ruby is determined to try 100% to get in the team next time.

**Theme:** Doing the very best you can.  
Responding to disappointment.

### AFTER READING DISCUSSION

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

[Made me laugh, an interesting topic, created a real character, described a place well, satisfying storyline, used interesting words]

**Possible Responses:** I feel like that sometimes when I get disappointed.

I reminded me to get over it and do something about it so it had a good message.

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

### FOLLOW-UP ACTIVITIES

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

# Making the Team

by Feterika Sao



## GSR 13:18 ACTIVITIES

School Journal  
Part 1 Number 2 2011

### REMEMBERING - What are the facts

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

### UNDERSTANDING - Show that you understand the story

2. Draw a picture with labels to show you understand what happened to Ruby at the rugby trial.
3. Choose 3 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what it means.

### APPLYING - Using what you know from the story

4. Make a training poster for Ruby to put on her wall to encourage her to keep training hard and give it 100%.
5. Write a poem or rap song about Ruby and her goal to make the rugby team.

### ANALYSING - Windows into the story

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

### CREATING - Coming up with new ideas

7. Make up a training and eating programme for Ruby for each day of the week so that she will be super fit for the rugby team and Wesley will have to add her to the team.

### EVALUATING - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about training for sport.

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

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

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