

GUIDED SILENT READING

Using narrative text

BOOK FOURTEEN

Part 2 School Journals



Hilton Ayrey

sample eBook

GUIDED SILENT READING BOOK 14

Stories from Part 2 NZ School Journals

CONTENTS

| | | |
|--|---|-------|
| TEACHING NOTES | | 3-8 |
| Instructional Reading Age 7-8 years | | |
| GSR 14:1 | Five Dollars by Philippa Werry School Journal Part 2 Number 4 2008 | 9 |
| GSR 14:2 | All I Want for Christmas by Amanda Jackson School Journal Part 2 Number 4 2009 | 11 |
| Instructional Reading Age 8-9 years | | |
| GSR 14:3 | Tis the Season to be Jolly by Darlene Thomson School Journal Part 2 Number 4 2007 | 13 |
| GSR 14:4 | Fetch! by Miriam Gaynor School Journal Part 2 Number 4 2008 | 15 |
| GSR 14:5 | Buttercup by Diana Noonan School Journal Part 2 Number 1 2010 | 17 |
| GSR 14:6 | Docking Day by Amanda Jackson School Journal Part 2 Number 4 2010 | 19 |
| Instructional Reading Age 8½-9½ years | | |
| GSR 14:7 | Pickled Thumb, Anyone? by Pam Kessler School Journal Part 2 Number 2 2007 | 21 |
| GSR 14:8 | The Unbirthday Birthday by Adrienne Frater School Journal Part 2 Number 4 2007 | 23 |
| GSR 14:9 | Rescue by Feana Tu'akoi School Journal Part 2 Number 1 2009 | 25 |
| GSR 14:10 | Monsoon Flood by Anne Ingram School Journal Part 2 Number 2 2009 | 27 |
| GSR 14:11 | Survivor by Robin Nathan School Journal Part 2 Number 2 2009 | 29 |
| GSR 14:12 | The McGoody's by Joy Cowley School Journal Part 2 Number 4 2009 | 31 |
| GSR 14:13 | Mrs Wilding's Potatoes by Bill Nagelkerke School Journal Part 2 Number 2 2011 | 33 |
| Instructional Reading Age 9-10 years | | |
| GSR 14:14 | Drive-through by Chris Larsen School Journal Part 2 Number 3 2007 | 35 |
| GSR 14:15 | Teamwork by Maria Samuela School Journal Part 2 Number 1 2008 | 37 |
| GSR 14:16 | Tea's Made by Margaret Cahill School Journal Part 2 Number 2 2008 | 39 |
| GSR 14:17 | Junk Mail by Leeann Rapiro School Journal Part 2 Number 3 2008 | 41 |
| GSR 14:18 | Humans in the Roof by Simon Cooke School Journal Part 2 Number 1 2011 | 43 |
| Instructional Reading Age 10-12 years | | |
| GSR 14:19 | The Proverb Bandit by Simon Cooke School Journal Part 2 Number 1 2009 | 45 |
| GSR 14:20 | The Ant Army by Val Neubecker School Journal Part 2 Number 4 2010 | 47 |
| APPENDIX : Additional teaching notes, charts, 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 to sign up for our full online teacher training programme in comprehension strategy instruction, CSI ONLINE.

LESSON PLAN for each story

GSR 14:12 LESSON PLAN

The McGoody's

RA 8½-9½ years SJ Part 2 Number 4

by Joy Cowley

STORY SUMMARY

The McGoody's have moved in and they are the most perfect family ever. But one day while they are having a perfect family barbecue on their front lawn in front of all their neighbours, things go terribly wrong and a whole lot of not-so-perfect behavior happens. They are so embarrassed they pack up and leave during the night and their neighbours are not sad to see them go.

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

SPECIAL FEATURES

A Joy Cowley story - great characterisation - a family that is just TOO perfect. Has a strong theme - it's not nice to be perfect..

LEARNING OUTCOMES choose from the list on page 53 according to the needs of your students

BEFORE READING DISCUSSION

1. Clues from the title

THE MCGOODY'S - what clues are there in this title?
Brainstorm possible characters and story problems.

Question prompts to access prior knowledge

2. Accessing prior knowledge and personal experiences

Discuss what it would be like to live in a 'perfect' family.

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 readers process the text properly

STEP 3: Clear the Roadblocks

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

Setting: At home and at school.

Characters: Mr McGoody, Mrs McGoody, Priscilla McGoody, Victor McGoody.

Problem: The McGoody's are the perfect family - they never do anything wrong..

Feelings: They are very proud of themselves and think they are better than everyone else.

Action: They have a barbecue in their front yard so everyone can see how perfect they are.

Outcome: They have a terrible row in front of everyone and are so embarrassed they leave during the

Theme: Being perfect isn't very nice for other people.

Prompts for the teacher: Suggestions for the Story Web

The Lesson

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: The characters are great. They are funny because they are just so perfect.

It was fantastic the way they got found out at the end of the story - they weren't so perfect after all.

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

Now that the story has been understood here are some suggestions for digging deeper

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 requires 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 requirementEach activity can be rated 3 times - self, buddy, teacher (has the final say)
- ◆ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

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

THE MCGOODY'S

by Joy Cowley



GSR 14:12 ACTIVITIES

School Journal
Part 2 Number 4 2009

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of all the members of the McGoody family. 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 what went wrong at the family barbecue.
3. Choose 3 words from the story that are new, difficult, or interesting to you.

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

APPLYING - Using what you know from the story

4. Make a poster inviting neighbours to come and watch the perfect family barbecue outside the McGoody's house on Staurday.
Remember a poster should have a title, some information and drawings.
5. Write a poem or rap song about the McGoody's embarrassing barbecue.

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. The McGoody's house has been bought by the McBaddy's. Draw pictures of the mother, father and two children and describe what they are like.
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 being a perfect family like the McGoody's.

| 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

GSR 14:10 LESSON

RA 8½-9½ years SJ Part 2 Number 2

Monsoon Flood

by Anne Ingram

STORY SUMMARY

The storyteller wakes up to a flood. When he attempts to grab the family rice pot he is swept away by the river. He manages to make it to a small bush covered island in the middle of the river but it is raining and the river continues to rise. Help comes in a most unexpected form; an elephant swims out to the island and rescues him.

SPECIAL FEATURES

A story set in a Burmese village - living conditions that are very different from the students' experience. A life-threatening problem, rising tension, and an unusual resolution.

LEARNING OUTCOMES choose from the list on page 53 according to the needs of your

BEFORE READING DISCUSSION

1. Clues from the title

MONSOON FLOOD - what clues are there in this title?
Brainstorm possible characters and story problems.

2. Accessing prior knowledge and personal experiences

Discuss what it would be like to live in a village in the monsoon 'rainy' season.

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: A village in Burma.

Characters: The storyteller, his mother, the elephant.

Problem: The storyteller is swept away by a flooding river.

Feelings: Frightened, close to tears.

Action: Makes it to an island - calls out for help.

Outcome: An elephant swims across the river and rescues him.

Theme: Being in danger.

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

Possible Responses: It was a scary situation for the boy to be in.

sponses: Being rescued by an elephant was a really cool way to solve the problem.

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

FOLLOW-UP ACTIVITIES

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

The Lesson

MONSOON FLOOD

by Anne Ingram



GSR 14:10 ACTIVITIES

School Journal
Part 2 Number 2 2009

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of all the 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 how the boy managed to get to the island in the middle of the river.
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 poster warning the people in the village about monsoon floods. *Remember a poster should have a title, some information and drawings.*
5. Write a poem or rap song about the storyteller's adventure.

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 a village hut that would be safe from monsoon floods. *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 having an adventure like the one in the story.

| 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 14:12 LESSON PLAN

RA 8½-9½ years SJ Part 2 Number 4 2009

The McGoody's

by Joy Cowley

STORY SUMMARY

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SPECIAL FEATURES

A Joy Cowley story - great characterisation - a family that is just TOO perfect. Has a strong theme - it's not nice to be perfect..

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

BEFORE READING DISCUSSION

1. Clues from the title

THE MCGOODY'S - what clues are there in this title?
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Discuss what it would be like to live in a 'perfect' family.

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Action: They have a barbecue in their front yard so everyone can see how perfect they are.

Outcome: They have a terrible row in front of everyone and are so embarrassed they leave during the

Theme: Being perfect isn't very nice for other people.

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: The characters are great. They are funny because they are just so perfect..
It was fantastic the way they got found out at the end of the story - they weren't so perfect after all.

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

FOLLOW-UP ACTIVITIES

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

The Lesson

THE MCGOODY'S

by Joy Cowley



GSR 14:12 ACTIVITIES

School Journal
Part 2 Number 4 2009

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UNDERSTANDING - Show that you understand the story

2. Draw a picture with labels to show you understand what went wrong at the family barbecue.
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 poster inviting neighbours to come and watch the perfect family barbecue outside the McGoody's house on Saturday.
Remember a poster should have a title, some information and drawings.
5. Write a poem or rap song about the McGoody's embarrassing barbecue.

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. The McGoody's house has been bought by the McBaddy's. Draw pictures of the mother, father and two children and describe what they are like.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

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