

GUIDED SILENT READING

Using narrative text

BOOK FIFTEEN

Part 3 School Journals



Hilton Ayrey

sample eBook

GUIDED SILENT READING BOOK 15

Stories from Part 3 NZ School Journals

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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

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

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 you 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 15:2 LESSON PLAN

RA 8½-9½ years SJ Part 3 Number 1

The Race

by Rose Quilter

STORY SUMMARY

Ellie is in a race. Matt is ahead of her and Dad is behind her urging her on. Across the beach, across the road and up a hill. Dad's encouragement keeps her going as she gasps for breath and feels weak - grabbing at trees, and clawing at rocks, scrambling upwards. This is no ordinary race...

SPECIAL FEATURES

The author conceals the real problem until the very end (denouement).
Tension builds - great descriptive writing and clever unfolding of the action.

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

BEFORE READING DISCUSSION

1. Clues from the title

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

2. Accessing prior knowledge and personal experiences

Discuss students experiences in a race - pushing yourself when it hurts and have to push yourself to keep going. Does having people cheering you on help?.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

STEP 1: Read Silently

Make sure you understand all the information (All CSI Stages)

STEP 2: Detailed Retelling

Use "I think that means ..." (All CSI Stages)
And the DEEP FIVE comprehension strategies (CSI Stage 4 and 5)

STEP 3: Clear the Roadblocks (All CSI Stages)

Add new information to your story web - see suggestions below (CSI Stage 5A)
Identify language features (CSI Stage 6)

- Setting:** A beach.
Characters: Ellie, her brother Matt, her Dad.
Problem: Ellie is in a race.
Feelings: Ellie is feeling exhausted, her heart is pounding, she feels weak, everything is a blur, she is feeling weaker and weaker.
Action: She manages to keep going.

Theme: Escaping danger.

AFTER READING DISCUSSION - Story Evaluation (CSI Stage 6)

How good is this story? Some possible responses (Follow-up Activity 10 - see page 59).

- Characters:** Not much character development. The action occurs in a short space of time.
Story Structure: The real problem is hidden until the end - creates a very satisfying ending when the reader realises what is actually going on.
Language Features: Great imagery to convey the urgency of the 'race' - "My heart is a hammer, pounding in my chest", "I'm running in a tunnel".
Theme: Explores fear - escaping from a dangerous situation.

FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary

The Lesson

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

Question prompts to access prior knowledge

The Three Steps helps the readers process the text properly

Prompts for the teacher: Suggestions for the Story Web

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

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 64-67 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



The Race

by Rose Quilter

GSR 15:2 ACTIVITIES

REMEMBERING - What are the facts

1. Make a list of the characters in the story and all the facts you can find out about them. Show the information you have found on **CHARACTER WEBS** with the character's name and a drawing of them at the centre of their web.

BLOOM'S LEVEL ONE
Finding the facts

UNDERSTANDING - Show that you understand the story

2. Draw a map with labels to show you understand where the characters were running in the race described in the story.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what the word means. Write down why you think the author has used each of these words.

BLOOM'S LEVEL TWO
Show understanding of the ideas or action.
Checking new words

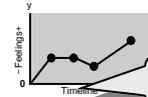
APPLYING - Using what you know from the story

4. Design a Tsunami Warning POSTER for tourists visiting holiday resorts by the sea. Explain the dangers (what will happen if there is a tsunami) and give clear instructions about what to do.

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

ANALYSING - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how Ellie is feeling during the story.
The y axis should show feelings : 0 = feeling bad ----> feeling really good.
The x axis should be a timeline : 0 = beginning of the story -----> end of the story.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



BLOOM'S LEVEL FOUR
Analysing a character
Creating a Story Web

CREATING - Coming up with new ideas

7. Rewrite 'the race' from Dad's point of view. Try to continue the author's writing style and try to not give away too much of what is really happening until the end.
8. Design a tourist fale or cabin on the beach that would be tsunami proof - able to withstand a huge wall of water .
Label your drawings or write descriptions to explain your interesting ideas.

BLOOM'S LEVEL FIVE
Another point of view
Solving a problem

EVALUATING - Seeing both sides

9. "Don't go on holiday to places where there might be a tsunami"
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

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

EVALUATION - How good is this story

10. Give this story a rating out of 5 for each of the following criteria (1= weak, 5 = excellent)
 - ◆ **CHARACTERS** - Has the author created interesting characters?
 - ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
 - ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
 - ◆ **THEME** - Does this story have something important to say about how people think and behave?
 Write a short review of this story based on the ratings you have given it.

GSR 15:2 LESSON PLAN

RA 8½-9½ years SJ Part 3 Number 1 2011

The Race

by Rose Quilter

STORY SUMMARY

Ellie is in a race. Matt is ahead of her and Dad is behind her urging her on. Across the beach, across the road and up a hill. Dad's encouragement keeps her going as she gasps for breath and feels weak - grabbing at trees, and clawing at rocks, scrambling upwards. This is no ordinary race...

SPECIAL FEATURES

The author conceals the real problem until the very end (denouement).
Tension builds - great descriptive writing and clever unfolding of the action.

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

2. Accessing prior knowledge and personal experiences

Discuss students experiences in a race - pushing yourself when it hurts and have to push yourself to keep going. Does having people cheering you on help?.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

STEP 1: Read Silently

Make sure you understand all the information (All CSI Stages)

STEP 2: Detailed Retelling

Use "I think that means ..." (All CSI Stages)
And the DEEP FIVE comprehension strategies (CSI Stage 4 and 5)

STEP 3: Clear the Roadblocks (All CSI Stages)

Add new information to your story web - see suggestions below (CSI Stage 5A)
Identify language features (CSI Stage 6)

Setting: A beach.

Characters: Ellie, her brother Matt, her Dad.

Problem: Ellie is in a race.

Feelings: Ellie is feeling exhausted, her heart is pounding, she feels weak, everything is a blur, she is feeling weaker and weaker.

Action: She manages to keep going.

Outcome: The family are safe from the tsunami.

Theme: Escaping danger.

AFTER READING DISCUSSION - Story Evaluation (CSI Stage 6)

How good is this story? Some possible responses (Follow-up Activity 10 - see page 67).

Characters: Not much character development. The action occurs in a short space of time.

Story Structure: The real problem is hidden until the end - creates a very satisfying ending when the reader realises what is actually going on.

Language Features: Great imagery to convey the urgency of the 'race' - "My heart is a hammer, pounding in my chest", "I'm running in a tunnel".

Theme: Explores fear - escaping from a dangerous situation.

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 Race

by Rose Quilter

GSR 15:2 ACTIVITIES

School Journal
Part 3 Number 1 2011

REMEMBERING - What are the facts

1. Make a list of the characters in the story and all the facts you can find out about them. Show the information you have found on **CHARACTER WEBS** with the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Show that you understand the story

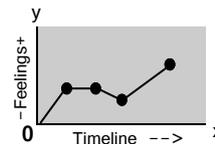
2. Draw a map with labels to show you understand where the characters were running in the race described in the story.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what the word means. Write down why you think the author has used each of these words.

APPLYING - Using what you know from the story

4. Design a Tsunami Warning POSTER for tourists visiting holiday resorts by the sea. Explain the dangers (what will happen if there is a tsunami) and give clear instructions about what to do.

ANALYSING - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how Ellie is feeling during the story. The y axis should show feelings : 0 = feeling bad ----> feeling really good. The x axis should be a timeline : 0 = beginning of the story -----> end of the story. The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. Rewrite 'the race' from Dad's point of view. Try to continue the author's writing style and try to not give away too much of what is really happening until the end.
8. Design a tourist fale or cabin on the beach that would be tsunami proof - able to withstand a huge wall of water .
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Seeing both sides

9. **"Don't go on holiday to places where there might be a tsunami"**
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

EVALUATION - How good is this story

10. Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)
 - ◆ **CHARACTERS** - Has the author created interesting characters?
 - ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
 - ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
 - ◆ **THEME** - Does this story have something important to say about how people think and behave?
 Write a short review of this story based on the ratings you have given it.

STORY SUMMARY

The storyteller is determined to get her Dad off the couch and onto the soccer field. A very reluctant Dad is cajoled and bullied throughout the season. Now that summer is on its way, the storyteller turns her attention to Mum. She reckons Mum will be a natural on the tennis court.

SPECIAL FEATURES

Humorous role reversal - the daughter is doing all the things that a parent would normally do trying to encourage their children to get involved in different activities. Requires inferential thinking to unpack what the author is really trying to say.

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

BEFORE READING DISCUSSION**1. Accessing prior knowledge and personal experiences**

Discuss pushy parents who are always trying to get the kids doing new things.

2. Clues from the title

MY DAD THE SOCCER STAR - what clues are there in this title?

Brainstorm possible characters and story problems.

GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

STEP 1: Read Silently

Make sure you understand all the information (All CSI Stages)

STEP 2: Detailed Retelling

Use "I think that means ..." (All CSI Stages)

And the DEEP FIVE comprehension strategies (CSI Stage 4 and 5)

STEP 3: Clear the Roadblocks (All CSI Stages)

Add new information to your story web - see suggestions below (CSI Stage 5A)

Identify language features (CSI Stage 6)

Setting: At home and on the soccer field.

Characters: The storyteller, her dad and mum.

Problem: The storyteller wants to get her father playing soccer.

Feelings: She thinks he will be good at it. Dad is very reluctant.

Action: Storyteller bullies Dad into playing for a season.

Outcome: Mission accomplished. Now she is turning her attention to getting Mum to play tennis.

Theme: Sometimes people need to be encouraged to take part in sports..

AFTER READING DISCUSSION - Story Evaluation (CSI Stage 6)

How good is this story? Some possible responses (Follow-up Activity 10 - see page 60).

Characters: Role reversal - the daughter has all the character traits of a parent and Dad is like a reluctant teenager.

Story Structure: Simple storyline - problem, action, outcome - but the story operates at two levels - what the girl thinks is happening and what is really going on.

Language Features: Told from the storyteller's point of view which provides the humour.

Theme: A tongue-in-cheek look at the way parents try to get their kids involved in sports - the role reversal provides humour and interest for the reader.

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



MY DAD THE SOCCER STAR



by Leonie Thorpe

GSR 15:19 ACTIVITIES

School Journal
Part 3 Number 2 2010

REMEMBERING - What are the facts

1. Make a list of the characters in the story and all the facts you can find out about them. Show the information you have found on **CHARACTER WEBS** with the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Show that you understand the story

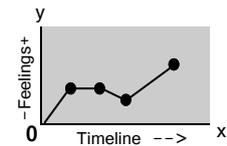
2. Draw pictures or diagrams with labels to show you understand why the referee made the storyteller leave the ground during one of Dad's soccer matches.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what the word means. Write down why you think the author has used each of these words.

APPLYING - Using what you know from the story

4. Design a certificate for Dad to receive at the end-of-season prize giving. Make sure it contains a true description of his value to the team.

ANALYSING - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how Dad is feeling during the story.
The y axis should show feelings : 0 = feeling bad ----> feeling really good.
The x axis should be a timeline : 0 = beginning of the story -----> end of the story.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. Write the sequel to this story (or make a comic strip with speech bubbles and captions)
- "My Mum the Tennis Star".
8. Design some training apparatus that will help develop reluctant Dad's football skills around the house, for example, while he is watching TV.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Seeing both sides

9. **"Parents should leave kids alone and let them develop their own interests"**
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

EVALUATION - How good is this story

10. Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)
 - ◆ **CHARACTERS** - Has the author created interesting characters?
 - ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
 - ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
 - ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.