

GUIDED SILENT READING

Using narrative text

BOOK SIXTEEN

Part 4 School Journals



Hilton Ayrey

sample eBook

GUIDED SILENT READING BOOK 16

Stories from Part 4 NZ School Journals

CONTENTS

TEACHING NOTES 3-6

Instructional Reading Age 8½-9½ years

GSR 16:1	The Bullet by Sarah Penwarden School Journal Part 4 Number 3 2008	9
GSR 16:2	Hurry up, Tim by Eleanor Hughes School Journal Part 4 Number 1 2009	11
GSR 16:3	Holding My Breath by Melinda Szymanik School Journal Part 4 Number 3 2009	13
GSR 16:4	Last Lines by David Hill School Journal Part 4 Number 1 2011	15

Instructional Reading Age 9-10 years

GSR 16:5	True-school Graffiti by Donovan Bixley School Journal Part 4 Number 3 2007	17
GSR 16:6	Shrinkage by Marie Langley School Journal Part 4 Number 2 2008	19
GSR 16:7	Sprint by Peter Batchelor School Journal Part 4 Number 3 2009	21

Instructional Reading Age 9½-10½ years

GSR 16:8	The Fortune Teller by Paul Mason School Journal Part 4 Number 2 2008	23
GSR 16:9	Movie Stars by Peter Friend School Journal Part 4 Number 3 2008	25
GSR 16:10	Coming Up by David Hill School Journal Part 4 Number 1 2010	27
GSR 16:11	White Shoes by Melanie Drewery School Journal Part 4 Number 2 2010	29
GSR 16:12	Losing Memo by Debbie Cowans School Journal Part 4 Number 1 2011	31
GSR 16:13	Rep by Andre Ngapo School Journal Part 4 Number 2 2011	33

Instructional Reading Age 10-12 years

GSR 16:14	The War at Home by Debbie Cartwright School Journal Part 4 Number 2 2007	35
GSR 16:15	The Snake Pit by Sonya Bates School Journal Part 4 Number 3 2007	37
GSR 16:16	Diggety by Anna Kenna School Journal Part 4 Number 1 2008	39
GSR 16:17	The Seagull Sponge by Maureen Green School Journal Part 4 Number 1 2009	41
GSR 16:18	Tonsil Wib and the Good Idea by Simon Cooke School Journal Part 4 Number 2 2009	43
GSR 16:19	War Games by Cileme Venkateswar School Journal Part 4 Number 3 2009	45
GSR 16:20	Encounter with Nature by Lucy Davy School Journal Part 4 Number 2 2007	47

APPENDIX : 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

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. Easy to link to the Achievement Objectives in the English curriculum.

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 16:9 LESSON PLAN

RA 9½-10½ years SJ Part 4 Number 3

Movie Stars

by Peter Friend

STORY SUMMARY

Ms Chisholm wants the class to do one more project before the holidays - on hobbies. David, Sele, Mohammed, Emma and Kevin decide to make a movie combining everything that they are interested in but when they get together on Saturday for filming it turns into a disaster. The result - "How Not to Make a Film with Your Friends" - and it turns out to be a great success.

SPECIAL FEATURES

Strong theme about working together. Humorous interactions as the project falls apart.

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

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 the difficulties that can arise when working on a group project at school.
- 2. Clues from the title**
MOVIE STARS - what clues are there in this title?
Brainstorm possible characters and story problems.

Question prompts to access prior knowledge

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 school, at Emma's place (Saturday).

Characters: David, Sele, Mohammed, Emma and Kevin - classmates.
Ms Chisholm - teacher.

Problem: The group has to complete a project on hobbies.

Feelings: Everyone thought Sele's idea was brilliant (except David who knew how much work it would take.)

Action: They got together on Saturday to film their movie.

Outcome: Filming was a disaster but David managed to edit it into something that was interesting and funny.

Theme: Working together as a team.

The Three Steps helps the readers process the text properly

Prompts for the teacher: Suggestions for the Story Web

The Lesson

AFTER READING DISCUSSION - Story Evaluation (CSI Stage 6)

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

Characters: A range of different personalities are developed through the action.

Story Structure: The original problem - a school project - develops into a major falling out which is resolved by David's ability to make something out of the footage he shot.

Language Features: Lots of dialogue used to tell the story and develop the characters.

Theme: A strong theme - working together.

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

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 XXX 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 XXX for exemplars of some of the activities

FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills

movie stars

by peter friend



GSR 16:9 ACTIVITIES

School Journal
Part 4 Number 3 2008

REMEMBERING - What are the facts

1. Make a list of the important 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 the web.

BLOOM'S LEVEL ONE
Finding the facts

UNDERSTANDING - Show that you understand the story

2. Draw a picture with labels to show you understand the real reason why Mohammed left the filming early.
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

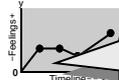
APPLYING - Using what you know from the story

4. Design a **RULES FOR FILMING** poster that would have been useful for filming at Emma's place.

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 David 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.
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. What was in the script that Sele and David wrote? Have a go at writing a short script that they could use for their hobbies video.
8. Create a storyboard (a series of pictures or diagrams showing the different shots you would take) and a script for your own two minute movie about your hobbies. If you have the equipment you may be able to shoot and edit your movie.
Label your drawings or write descriptions to explain the ideas in your storyboard.

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

EVALUATING - Seeing both sides

9. **"It is impossible for a group to work together on a project"**
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.

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

GSR 16:9 LESSON PLAN

RA 9½-10½ years SJ Part 4 Number 3 2008

Movie Stars

by Peter Friend

STORY SUMMARY

Ms Chisholm wants the class to do one more project before the holidays - on hobbies. David, Sele, Mohammed, Emma and Kevin decide to make a movie combining everything that they are interested in but when they get together on Saturday for filming it turns into a disaster. The result - "How Not to Make a Film with Your Friends" - and it turns out to be a great success.

SPECIAL FEATURES

Strong theme about working together. Humorous interactions as the project falls apart.

LEARNING OUTCOMES choose from the list on page 51 according to the needs of your students

BEFORE READING DISCUSSION

1. Accessing prior knowledge and personal experiences

Discuss the difficulties that can arise when working on a group project at school.

2. Clues from the title

MOVIE STARS - 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 school, at Emma's place (Saturday).

Characters: David, Sele, Mohammed, Emma and Kevin - classmates.

Ms Chisholm - teacher.

Problem: The group has to complete a project on hobbies.

Feelings: Everyone thought Sele's idea was brilliant (except David who knew how much work it would take.)

Action: They got together on Saturday to film their movie.

Outcome: Filming was a disaster but David managed to edit it into something that was interesting and funny.

Theme: Working together as a team.

AFTER READING DISCUSSION - Story Evaluation (CSI Stage 6)

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

Characters: A range of different personalities are developed through the action.

Story Structure: The original problem - a school project - develops into a major falling out which is resolved by David's ability to make something out of the footage he shot.

Language Features: Lots of dialogue used to tell the story and develop the characters.

Theme: A strong theme - working together.

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

movie stars

by peter friend



GSR 16:9 ACTIVITIES

School Journal
Part 4 Number 3 2008

REMEMBERING - What are the facts

1. Make a list of the important 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 the web.

UNDERSTANDING - Show that you understand the story

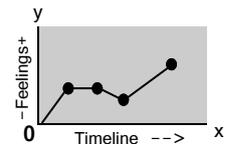
2. Draw a picture with labels to show you understand the real reason why Mohammed left the filming early.
3. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what the word means. Write down why you think the author has used each of these words.

APPLYING - Using what you know from the story

4. Design a **RULES FOR FILMING** poster that would have been useful for filming at Emma's place. *Remember a poster should have an eye catching title, information, and drawings*

ANALYSING - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how David 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. What was in the script that Sele and David wrote? Have a go at writing a short script that they could use for their hobbies video.
8. Create a storyboard (a series of pictures or diagrams showing the different shots you would take) and a script for your own two minute movie about your hobbies. If you have the equipment you may be able to shoot and edit your movie. *Label your drawings or write descriptions to explain the ideas in your storyboard.*

EVALUATING - Seeing both sides

9. **"It is impossible for a group to work together on a project"**

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.

GSR 16:12 LESSON PLAN

RA 9½-10½ years SJ Part 4 Number 1 2011

Losing Memo

by Debbie Cowans

STORY SUMMARY

Pete is obsessed with his pet fish Nemo. He spends hours watching him and every three days, at exactly 7:15am he feeds him five fish flakes. But now it appears that there is something wrong with Nemo - he is floating face up on the surface. His sister Sarah has to work out the best way to handle the situation.

SPECIAL FEATURES

A story about a boy with an obsessive behavior disorder and the way different people respond to this.

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

BEFORE READING DISCUSSION

1. Accessing prior knowledge and personal experiences

Discuss obsessive behavior. What is it like for people with these disorders?

2. Clues from the title

LOSING MEMO - 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..

Characters: Pete, his pet fish Nemo, his sister Sarah (the storyteller)

Problem: Pete is obsessive about his fish and now it is dead.

Feelings: Sarah is worried about how to handle the situation.

Action: She tells Pete that Nemo is dead.

Outcome: Pete accepts that his fish is dead.

Theme: Being sensitive to others.

AFTER READING DISCUSSION - Story Evaluation (CSI Stage 6)

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

Characters: Pete's obsessive behaviour and Sarah's careful response are contrasted to Aunt Vera's lack of sensitivity and indifference to Pete's problem.

Story Structure: First person -

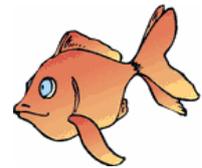
Language Features: Descriptions to highlight characters - 'Aunt Vera pulled her head back like an ostrich drawing away from something unpleasant', 'waving her hand like an imaginary fly was buzzing around her face'.

Theme: Strong theme about relating to children with obsessive behaviour (possibly disorders).

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

Losing Memo



by Debbie Cowans

GSR 16:12 ACTIVITIES

School Journal
Part 4 Number 1 2011

REMEMBERING - What are the facts

1. Make a list of the important 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 the web.

UNDERSTANDING - Show that you understand the story

2. Draw pictures with labels to show you understand why Pete knew there was something wrong with Nemo.
3. Find 3 examples in the story where the author has used words, similes, or metaphors to create strong pictures in the reader's head. Explain why you think the author has done this and the effect it has on the reader.

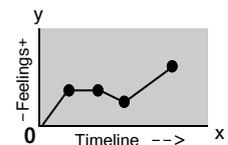
APPLYING - Using what you know from the story

4. Design a poster explaining what it is like for people with obsessive behavior disorders and the best way to treat them.

Remember a poster should have an eye catching title, information, and drawings

ANALYSING - Breaking down the story to show how it works

5. Draw a **STORY GRAPH** showing how Sarah 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 part of the story from Pete's point of view trying to show what is going on in his head as he obsesses about his fish.
8. Design a much more interesting fishbowl for Nemo and an automatic fish feeder that would mean Pete wouldn't have to worry about feeding Memo every three days at 7:15am.

Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Seeing both sides

9. **"People shouldn't obsess about things"**

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.