

GUIDED SILENT READING

Using narrative text

BOOK TWO

Part 3 and 4 School Journals 1990-2000



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sample eBook

GUIDED SILENT READING BOOK 2

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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>Prue's friend, who gets into a lot of trouble, talks Prue into skipping school and going shoplifting. Fortunately for Prue they split up and it is her friend who gets caught.</p> <p>Special features: The first sentence suggests what the outcome is going to be.</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 peer pressure. What is it ? What can happen as a result of it ? Encourage children to relate experiences they have had.</p> <p>Introduce the title. What clues are there in the title about this story ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about</p> <ul style="list-style-type: none"> • the characters • the setting <p>Story Problem Identifying the story problem <i>Prue's friend introduces her to shoplifting</i></p> <p>Response How does the main character respond to the problem ? <i>Prue is really worried about what they are doing</i></p> <p>Action What action does the main character take to solve the problem ? <i>She goes along with her friend but wishes she was back at school</i></p> <p>Outcome What happens as a result ? <i>Her friend gets caught. Prue is very glad it wasn't her. She has learnt her lesson.</i></p> <p>Theme(s) What are the themes / messages ? <i>dishonesty , peer pressure</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. Look for information about setting and characters. * 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 and record information about setting and characters on a story web.</p> <p>2. PROBLEM * What is happening in the illustration on page 61. * What do you think the story problem is going to be about ? Read page 61 to check your predictions. * Retell. Justify from text. State the problem on your story web.</p> <p>3. RESPONSE – ACTION – OUTCOME * How did Prue feel about what her friend was doing ? (RESPONSE) * What do you think she will do ? What would you do ? (ACTION) * Brainstorm possibilities. Read to the end of the story to find out what does happen. * Retell. Ask pupils to justify their retelling by referring back to text. * Summarise RESPONSE, ACTION, OUTCOME on the story web.</p> <p>4. THEME(S) * What are the themes or messages in this story ? * Why do you think the author wrote this story ?</p>
<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



Getting Caught

by Prue Hilson

Set 4:1 ACTIVITIES

School Journal
Part 3 Number 3 1994

KNOWLEDGE – Finding the facts

1. Skim read the story to find all the things the girls shoplifted.
Make a list or illustrate and label.

COMPREHENSION – Reading between the lines

2. Make a list of the themes you have noticed in the story.

APPLICATION – Using what you know from the story

3. Design a poster warning children about shoplifting.

ANALYSIS – Breaking down the story to show how it works

4. Draw a STORY FLOW CHART to show the main events in the story in the order they happened.
Use labels to explain your ideas and show what is happening.

SYNTHESIS – Coming up with new ideas

5. Design a surveillance system for a shop that can detect shoplifters.
6. Change one event in the story and show how the rest of the story is changed
(a) on a STORY FLOW CHART or (b) by rewriting the ending.

EVALUATION – Seeing both sides

7. *“It wasn’t fair that the girl’s friend was the only one who got caught”*

List reasons for agreeing with and disagreeing with this statement.

I agree with this statement because.....	I disagree with this statement because.....
1. 2.	1. 2.

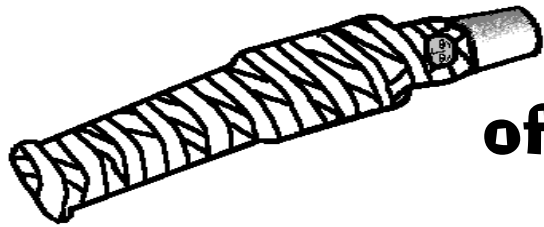
Story Evaluation - How effective do you think this story is

8. List the strengths and weaknesses of this story. Give it a rating out of 10.

Set 6:5 LESSON PLAN The Curse of Being Pharaoh

RA 10 - 12 yrs SJ Part 3 Number 3 1997 by Janice Marriott

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>Peter is the class know-it-all and bully. Mr Martin the new trainee teacher doesn't handle him quite the same way as the usual teacher and Peter gets more and more obnoxious. Finally Karen the quiet kid at the back of the class takes matters into her own hands and comes up with a solution that transforms Peter.</p> <p>Special feature : The author uses the outcome at the beginning of the story as a "hook".</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 pupils who behave badly in class and show off. (no names allowed). How do they behave ? Why do they behave like that ?</p> <p>Discuss the title of this story. Discuss / clarify the Pharaohs and curses ?</p>
<p>Guided Reading</p> <p>Story orientation Finding out about the characters -Peter, Mr Martin, Karen the setting - the classroom</p> <p>Story Problem Identifying the story problem. <i>Peter is a pain</i></p> <p>Response How does the character respond to the problem ? <i>The rest of the class are fed up with him.</i></p> <p>Action What action does the main character take to solve the problem ? <i>Karen finally does something about it and wraps him up as a mummy.</i></p> <p>Outcome What happens as a result ? <i>Peter is transformed !</i></p> <p>Theme(s) What are the themes / messages ? <i>showing off bullying revenge consequences of behaviour</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 out the first paragraph before handing out journals.</p> <ul style="list-style-type: none"> * Notice the different story structure. The author gives you the outcome at the beginning. * What effect does this have on you as the reader ? * Discuss the idea of a "hook" - a technique author's use to grab the readers attention, in this case reversing the normal sequence. <p>Read to the end of page 3. Look for more clues about the setting and the characters.</p> <ul style="list-style-type: none"> * Ask pupils to retell what they have read and justify their statements from the text. Summarise and record information on story web. <p>2. PROBLEM – RESPONSE</p> <ul style="list-style-type: none"> * What is the story problem ? * How do the other children feel about the problem ? (RESPONSE) * Summarise and add to the story web. <p>Read pages 4 and 5 and look for developments.</p> <ul style="list-style-type: none"> * Retell. Justify from the text. * Summarise new information on story web including words describing Karen <p>3. ACTION</p> <ul style="list-style-type: none"> * What is going to happen that will bring about the transformation (OUTCOME) mentioned at the beginning of the story ? * Brainstorm possibilities based on clues in the text so far. <p>Read to the end of the story to check your predictions.</p> <ul style="list-style-type: none"> * Retell. Justify from text. Summarise ACTION and OUTCOME on story web. <p>4. 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



The Curse of Being Pharaoh

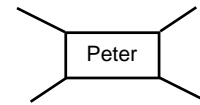
by Janice Marriott

Set 6:5 ACTIVITIES

School Journal
Part 3 Number 3 1997

KNOWLEDGE – Finding the facts

1. List the main characters in the story and all the facts you can find about them. Use character webs.



COMPREHENSION – Reading between the lines

2. Make a list of the themes you have noticed in the story. Write a sentence explaining why you think the author wrote this story.
3. Think of a new title for the story which gives a good clue about the main theme.

APPLICATION – Using what you know from the story

4. Imagine you are Peter. Make a poster titled " Everything that I know about Egypt."
5. Write a letter to the next trainee teacher due to arrive in this class, warning them about Peter.

ANALYSIS – Breaking down the story to show how it works

6. Draw a STORY FLOW CHART to show the main events in the story in the order they happened. Use labels to explain your ideas and show what is happening.

SYNTHESIS – Coming up with new ideas

7. Design a device that would remove Peter from the classroom whenever he became unbearable.

EVALUATION – Seeing both sides

8. *" It's good to have someone in the class who knows everything."* List reasons for agreeing with, and disagreeing with this statement

I agree with this statement because.....	I disagree with this statement because....
1. 2.	1. 2.

Story Evaluation - How effective do you think this story is

9. List the strengths and weaknesses of this story. Give it a rating out of 10.