

# GUIDED SILENT READING

*Using narrative text*

**BOOK SIX**

**Part 3 and 4 School Journals 2000-2002**



**Hilton Ayrey**

**sample eBook**

# GUIDED SILENT READING BOOK 6

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# GUIDED SILENT READING

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Guided Silent Reading is a powerful instructional tool that is used in many classrooms throughout New Zealand. It gives the opportunity for the teacher and a small group of students to talk, read and think their way through a text.

The students are responsible for the reading, while the teacher guides them through questioning, helping students to identify the text structures and language features used by the author. The questions the teacher asks provide a model of the type of questions that the reader should ask themselves as they read.

## **SPECIFIC LEARNING OUTCOMES**

The Achievement Objectives in EINZC have been used to develop the following SLO's for these resources on narrative text. These are the outcomes that can be expected when following the Guided Silent Reading process outlined in the lesson plans.

Students will be able to.....

### **1. Identify the features of NARRATIVE text structure, namely setting, characters, problem, response, action, outcome, theme.**

A number of studies have shown that when readers are taught about the structure of narrative text there are significant gains in comprehension.

For a review see Susan Dymock and Tom Nicholson (1999), Wellington NZCER  
*Reading Comprehension : What is it? How do you teach it*

Teaching children about narrative structure and the way stories work provides them with a powerful comprehension strategy.

### **2. Identify language features used in NARRATIVE text**

This springs naturally out of the discussion of the text as students seek to clarify the message and develop the language of critique.

How does an author use language to create a 'good' story?

### **3. Make valid predictions about the plot**

Prediction is one of the most important skills to develop in the active reader.

The concept of a good reader being like a detective, always looking for clues, is a good way of explaining this to children.

This is encouraged at the beginning of each chunk of text as the teacher and the readers establish a purpose for reading on. The validity of a prediction reflects the extent to which active reading and comprehension is taking place.

### **4. Justify their ideas or responses from within the text or by inference**

Requiring the reader to substantiate his or her ideas from text is another very effective tool for developing active readers.

### **5. Demonstrate the use of higher thinking skills (Bloom's Taxonomy)**

The follow up activities give the students the chance to explore some higher level thinking and require further processing and revisiting of the text in an interesting way.

While not neglecting the systematic development of decoding skills, the emphasis here is on teaching comprehension strategies through identifying text structure and the skills and attitudes of being an active rather than a passive reader.

# GUIDED SILENT READING *using narrative text*

## Sample Lesson Plan from Book 6

NZ School Journal where the text for this story can be found

A summary of the storyline of this text

A description of special language or structural features found in the text

Possible story structure that can be identified from each chunk of text as the story is being read and discussed

Set 6:4 LESSON PLAN		Growing the Dollar\$	
RA 9-10 years SJ Part 3 Number 2 2000		by Sarah Reid	
SPECIFIC LEARNING OUTCOMES		Story Summary	
	<i>Students can.....</i> <ul style="list-style-type: none"> <li>• Identify features of narrative text structure                             <ul style="list-style-type: none"> <li>- characters, setting, problem, response, action, outcome, theme</li> </ul> </li> <li>• Identify language features used in narrative text</li> <li>• Make valid predictions about plot</li> <li>• Justify their ideas from within the text or by inference</li> <li>• Demonstrate the use of higher thinking skills (Bloom's Taxonomy) in follow up activities</li> </ul>	Caleb wants to sell the mushrooms growing outside in the paddocks but has to put up with Samuel's pessimism about everything he suggests. Sales at the gate aren't great and it looks as if Samuel was right until they get a phone call that night from a restaurant who want to buy their mushrooms for the rest of the season  <b>Special features:</b> Optimism vs pessimism	
Guided Silent Reading strategies - suggestions for the Guided Silent Reading process			
Questions to access prior knowledge and personal experiences	<b>Prereading Discussion</b>	Read out the title and ask for predictions about this story - What clues has the author given us in the title ? - Brainstorm possible characters, setting, problem  Discuss money making ventures that the children might have attempted. What do you have to do if you want to sell something? What are the difficulties you have to overcome ?	
SET PURPOSE and READ		RETELL and CLARIFY	
<i>When you are reading look for ....</i>	<i>Making sure we have got the message right</i>	<i>What new information have we found ?</i>	
Questions and prompts to establish a purpose for reading this chunk of text  Suggested fast finishers activity to take care of those children who read faster than others	<b>CHUNK 1 Page 2</b> <b>READ page 2 and look for information or clues about the setting, characters, and the story problem</b>  <i>Fast finishers</i> Start recording your ideas on a story web	".....I'm not carrying heaps of plates of mushrooms all that way...." <b>Where do Caleb and Samuel live ?</b> [On a farm]  ".....coaxed....." <b>Check understanding</b> [Persuade gently or patiently]  ".....pessimist....." <b>Check understanding</b> [Someone who expects things to turn out badly]	<b>Characters</b> Caleb - has money making ideas Samuel - Caleb's brother - is a pessimist  <b>Setting</b> At home - the boys live on a farm  <b>Problem</b> Caleb wants to sell mushrooms but Samuel is very discouraging about the idea  <b>Response</b> Caleb gets frustrated with his brother and suggests he is a pessimist  <b>Action</b> Caleb continues on with his plan
Points in the text where clarification may be required during detailed retelling	<b>CHUNK 2 Page 3</b> <b>What do you think will happen next?</b> <b>Brainstorm possibilities</b>  <b>READ page 3 and find out</b>  <i>Fast finishers</i> Add to your story web	".....wrapped each plate in plastic film....." <b>Check understanding</b> [gladwrap]  ".....fossicking....." <b>Check understanding</b> [searching for]  ".....used on the mainai....." <b>Check understanding</b> [duck shooting hideout]	<b>Action</b> Caleb has thought of everything - paper plates, gladwrap, cardboard for the signs  Continues on with his plan despite Samuel being negative about everything
Questions that will help children clarify concepts or vocabulary	<b>CHUNK 3 Pages 4+5</b> <b>READ pages 4 and 5 and find out whether Caleb gets to have his stall</b>  <i>Fast finishers</i> Add to your story web	".....It'll just smudge and run - remember?....." <b>Why does Caleb say this ?</b> [He is being sarcastic with Samuel]  ".....Nothing much.....Just mucked around...." <b>What does this tell you about the two boys ?</b> [At least Caleb did something - had a go. Samuel had nothing to show for his day]	<b>New Character</b> Dad  <b>Outcome</b> Didn't make much money Most of the things that Samuel suggested would happen were actually right
Suggested answers to the questions asked. Children's responses may differ	<b>CHUNK 4 Page 6</b> <b>How will the story end? Do you think Caleb will continue with his mushroom stall ?</b> <b>READ page 6 and find out</b>	".....Na...but I think I've figured out what it means.." <b>What has Samuel figured out ?</b> [That things don't always turn out badly]	<b>Outcome</b> Rosie's Restaurant wants to Caleb to supply them with mushrooms right through the season. Samuel understands about being a pessimist

# GUIDED SILENT READING *using narrative text*

## Sample Lesson Plan from Book 6

Suggestions for summarising the story structure once the guided reading has been completed

Suggestions for critiquing the story.  
An opportunity for children to learn what to look for when evaluating a story

<b>Post Reading Discussion</b>	<p><b>Story Structure: Review the story web now that the whole story has been read</b></p> <ul style="list-style-type: none"> <li>Summarise the main problem and how the characters deal with it (see suggestions below)</li> <li>What was the story about? (theme)</li> </ul> <p><b>Story Evaluation: What has the author done to try and make this a good story?</b> [Made me laugh, created a real character, described a place well, surprised me with the outcome, used interesting words] <b>What do YOU think of this story? Give it a rating out of 10 and say why?</b></p>
<p><b>STORY WEB</b> <b>Growing the Dollars</b></p>	
<p><b>Main Characters</b></p> <p><b>Caleb</b></p> <ul style="list-style-type: none"> <li>Has good ideas for making money</li> <li>Doesn't get put off easily</li> </ul> <p><b>Samuel</b></p> <ul style="list-style-type: none"> <li>Is a pessimist</li> </ul> <p><b>Minor Characters</b></p> <p><b>Mum and Dad</b></p>	<p><b>Plot</b></p> <p><b>Problem</b> Samuel keeps trying to discourage Caleb from selling mushrooms</p> <p><b>Response</b> Caleb is determined to put his plan in action</p> <p><b>Action</b> Caleb picks the mushrooms, makes signs, and set up a stall at the gate</p> <p><b>Outcomes</b> Caleb doesn't sell many mushrooms at the gate and it looks like Samuel was right.</p> <p>Rosie's Restaurant rings up and wants Caleb to supply mushrooms throughout the season</p> <p>Samuel has learnt that things don't always turn out badly</p>
<p><b>Setting(s)</b></p> <p>At home on the farm</p>	<p><b>Theme(s)</b></p> <p>If you have a good idea don't let other people talk you out of it</p>
<b>Follow up Activities</b>	<ul style="list-style-type: none"> <li>Go through the ACTIVITIES sheet with your students</li> <li>Brainstorm and discuss ideas, model activities where necessary.</li> <li>Assign activities or allow choice depending on time constraints and / or the needs of your students</li> </ul>

Suggestions for presenting follow up activities which encourage revisiting the text while doing independent work (Bloom's Taxonomy)

A completed story web that can be used as a guideline for the teacher or presented as a model for children

# GUIDED SILENT READING *using narrative text*

## Sample activity sheet from Book 6

Assign these activities based on ability and needs, allow choice, or set up as a work contract

BY SARAH REID

# GROWING THE DOLLARS



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## Set 6:4 ACTIVITIES

School Journal  
Part 3 Number 2 2000

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**Bloom's Level One**  
Locating literal information from the text

**Bloom's Level Two**  
Reading between the lines and justifying your answer from the text

**Bloom's Level Two**  
Understanding the big picture

**Bloom's Level Three**  
Using information from the story in another way

**Bloom's Level Four**  
Using graphs to analyse the story

**Bloom's Level Four**  
Identifying the structure of the story

**Bloom's Level Five**  
Looking at the problem from another point of view

**Bloom's Level Five**  
Taking a concept from the story and developing new ideas

**Bloom's Level Six**  
Evaluating a theme from the story by looking at both sides of an argument

**Bloom's Level Six**  
Using criteria to critique a story

**KNOWLEDGE - What are the facts**

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**. Put the character's name and a drawing of them at the centre of the web.

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**COMPREHENSION - Reading between the lines**

2. Explain in your own words what a pessimist is. Write down at least 3 examples from the story of a character being a pessimist.

3. Think of another title for the story that tells you more about the problem.

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**APPLICATION - Using what you know from the story**

4. Write a business contract for Rosie's Restaurant to sign. It should include

- ◆ When you will deliver the mushrooms (remember you have to pick them each morning)
- ◆ The price you want for the mushrooms
- ◆ Somewhere for them to sign to show they agree to your conditions

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**ANALYSIS - Breaking down the story to show how it works**

5. Draw a **STORY MAP** for this story showing all the settings where the action took place. Use labels and arrows to show the places mentioned and the main events in the story. Be prepared to explain your STORY MAP to others.

6. Complete the **STORY WEB** that you have started or talked about when you read the story. Include..... PROBLEM -- RESPONSE -- ACTION -- OUTCOME -- THEMES

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**SYNTHESIS - Coming up with new ideas**

7. Caleb is excited about his new mushroom business and wants it to be more professional.

- ◆ Think of a name for his business
- ◆ Design a logo and a business card for him
- ◆ Make up an advertisement to go in the local newspaper

8. Make a list of all the things that Caleb had to do to get his business underway. Write a business plan describing better ways of doing all of these things or draw pictures showing what Caleb did and what you would have done.

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**EVALUATION - Seeing both sides**

9. **"It is better to be an optimist than a pessimist"**  
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.....
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Share your ideas with other people in your group. Ask if you can present a short debate.

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**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)

- ◆ The setting was well described
- ◆ The story had an interesting problem
- ◆ The character was well developed
- ◆ The problem had a satisfying outcome
- ◆ The writer used words to create pictures (similes, metaphors etc)

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

# Set 5:1 LESSON PLAN

# Parking

RA 8½-9½ years SJ Part 3 Number 1 2001

by Alan Bagnall

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> <li>Identify features of narrative text structure                     <ul style="list-style-type: none"> <li>characters, setting, problem, response, action, outcome, theme</li> </ul> </li> <li>Identify language features used in narrative text</li> <li>Make valid predictions about plot</li> <li>Justify their ideas from within the text or by inference</li> <li>Demonstrate the use of higher thinking skills (Bloom's Taxonomy) in follow up activities</li> </ul>	<p>Dad and the kids are off to the library on a wet Saturday morning. The kids get very cross at a woman who steals their car park, but Dad stays calm and refuses to let this spoil his morning. He starts to sing "Ten Guitars" and soon the kids join in. Just as they finish the song, another park becomes available.</p> <p><b>Special Features :</b> Single episode and has a very clear theme. Needs careful discussion to understand Dad's reaction fully and to draw out the meaning of "My Dad's a big man" at the end.</p>

## Guided Silent Reading strategies - suggestions for the Guided Silent Reading process

Prereading Discussion	<p>Read out the title and ask for predictions about this story - What clues has the author given us in the title ?</p> <p style="text-align: right;">- Brainstorm possible characters, setting, problem</p> <p>Discuss the concept of road rage and whether the students have experienced it with their parents.</p> <p>How do people react when others do silly or inconsiderate things on the road ?</p>
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<p>SET PURPOSE and READ</p> <p>When you are reading look for ....</p>	<p>→ RETELL and CLARIFY</p> <p>Making sure we have got the message right</p>	<p>→ ADD to STORY WEB</p> <p>What new information have we found ?</p>
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<p><b>CHUNK 1 Page 25</b></p> <p><b>READ page 25 and look for information or clues about the setting, characters, and the story problem</b></p> <p><b>Fast finishers</b> Start recording your ideas on a story web</p>	<p>".....He's a big man...."</p> <p><b>What do you think this means ?</b> [He is big and strong. People don't bully him]</p> <p>".....Then just be patient!...."</p> <p><b>Why did Dad suggest they go on into the library ?</b> [Maybe they were getting restless ...be patient!]</p>	<p><b>Characters</b> Dad - a big man - doesn't let people push him around</p> <p><b>Setting</b> In the car outside the library Saturday morning</p> <p><b>Problem</b> They are waiting for a park - this could be the problem</p>
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<p><b>CHUNK 2 Page 26</b></p> <p><b>Continue to look for the story problem</b></p> <p><b>READ page 26</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>".....swooped in front of us, stealing our park...."</p> <p><b>Show me how this could happen ?</b></p> <p>".....bouquet...." <b>Check understanding</b></p> <p>'.....She acts like she owns the place...'</p> <p><b>What does the storyteller means ?</b> [The woman has been very rude]</p> <p><b>What information is there to suggest that this woman is important or thinks she is ?</b> [She drives a big expensive car - "special key" Maybe the fact that she wears a red raincoat]</p>	<p><b>New Character</b> Woman - drives a big Pajero - tall - wears a red raincoat</p> <p><b>Problem</b> The woman steals their car park</p> <p><b>Response</b> Storyteller - wants Dad to give the lady the fingers Jason - thinks the woman is cheeky Kiri - wants to toot the horn Dad - tells the storyteller off - won't let Kiri toot the horn</p>
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<p><b>CHUNK 3 Page 27</b></p> <p><b>What do you think Dad will do about this ?</b></p> <p><b>Brainstorm possibilities</b></p> <p><b>READ page 27 and find out</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>'.....no way I'm letting her spoil my morning....'</p> <p><b>Why did Dad speak slowly ?</b> [He was trying not to get angry]</p> <p><b>Why would Dad think she was taking flowers to the mayor ?</b> [Council offices are sometimes next to the public library. If she was visiting the mayor with flowers she might be trying to get a favour from the mayor. Dad is making some judgments about the sort of person she is]</p> <p>'.....he started singing his favourite song....'</p> <p><b>Why did Dad start singing "Ten Guitars" ?</b> [It was his favourite song. He was trying to take his mind off the woman in the red raincoat.]</p> <p>".....My Dad's a big man....."</p> <p><b>What is different about this statement at the end of the story</b> [He was a big man because he didn't get angry]</p>	<p><b>Response</b> Dad is determined not to let the woman spoil his morning</p> <p><b>Action</b> Dad started sing "Ten Guitars"</p> <p><b>Outcome</b> Singing helped them forget about the woman Another car park becomes available</p>
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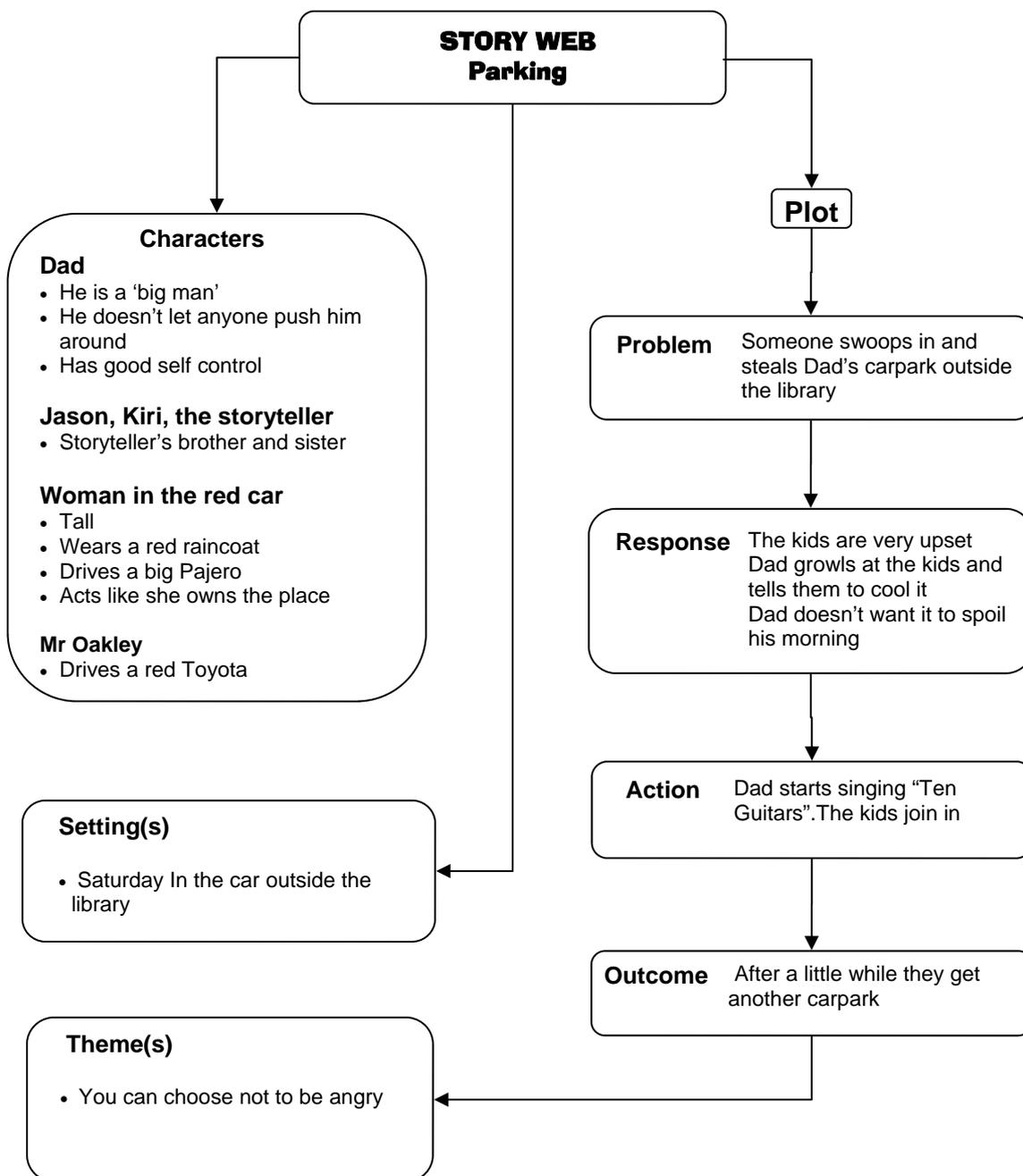
**Story Structure : Review the story web now that the whole story has been read**

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about ? (theme)

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

[Made me laugh, created a real character, described a place well, surprised me with the outcome, used interesting words]

**What do YOU think of this story ? Give it a rating out of 10 and say why ?**



- 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

# Set 8:4 LESSON PLAN

# The Game

RA 10-12 years SJ Part 4 Number 1 2000

by Mike Carter

SPECIFIC LEARNING OUTCOMES	Story Summary
<p>Students can.....</p> <ul style="list-style-type: none"> <li>Identify features of narrative text structure                     <ul style="list-style-type: none"> <li>characters, setting, problem, response, action, outcome, theme</li> </ul> </li> <li>Identify language features used in narrative text</li> <li>Make valid predictions about plot</li> <li>Justify their ideas from within the text or by inference</li> <li>Demonstrate the use of higher thinking skills (Bloom's Taxonomy) in follow up activities</li> </ul>	<p>A very demanding new game in the arcade turns out to be much more than a game. Earth is facing an alien invasion and it is only the kids who have the super-swift reflexes required to pilot the remote controlled spaceships that can fight off the attack.</p> <p><b>Special Features :</b> Science Fiction Foreshadowing in the first line Use of flashback Language used to create heavy, sombre mood</p>

*Guided Silent Reading strategies - suggestions for the Guided Silent Reading process*

<i>Prereading Discussion</i>	<p>Read out the title and ask for predictions about this story - What clues has the author given us in the title ? - Brainstorm possible characters, setting, problem</p> <p>Discuss students experiences in games arcades. What are the attractions? What sort of people hang out there all the time ?</p>
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SET PURPOSE and READ <i>When you are reading look for ....</i>	RETELL and CLARIFY <i>Making sure we have got the message right</i>	ADD to STORY WEB <i>What new information have we found ?</i>
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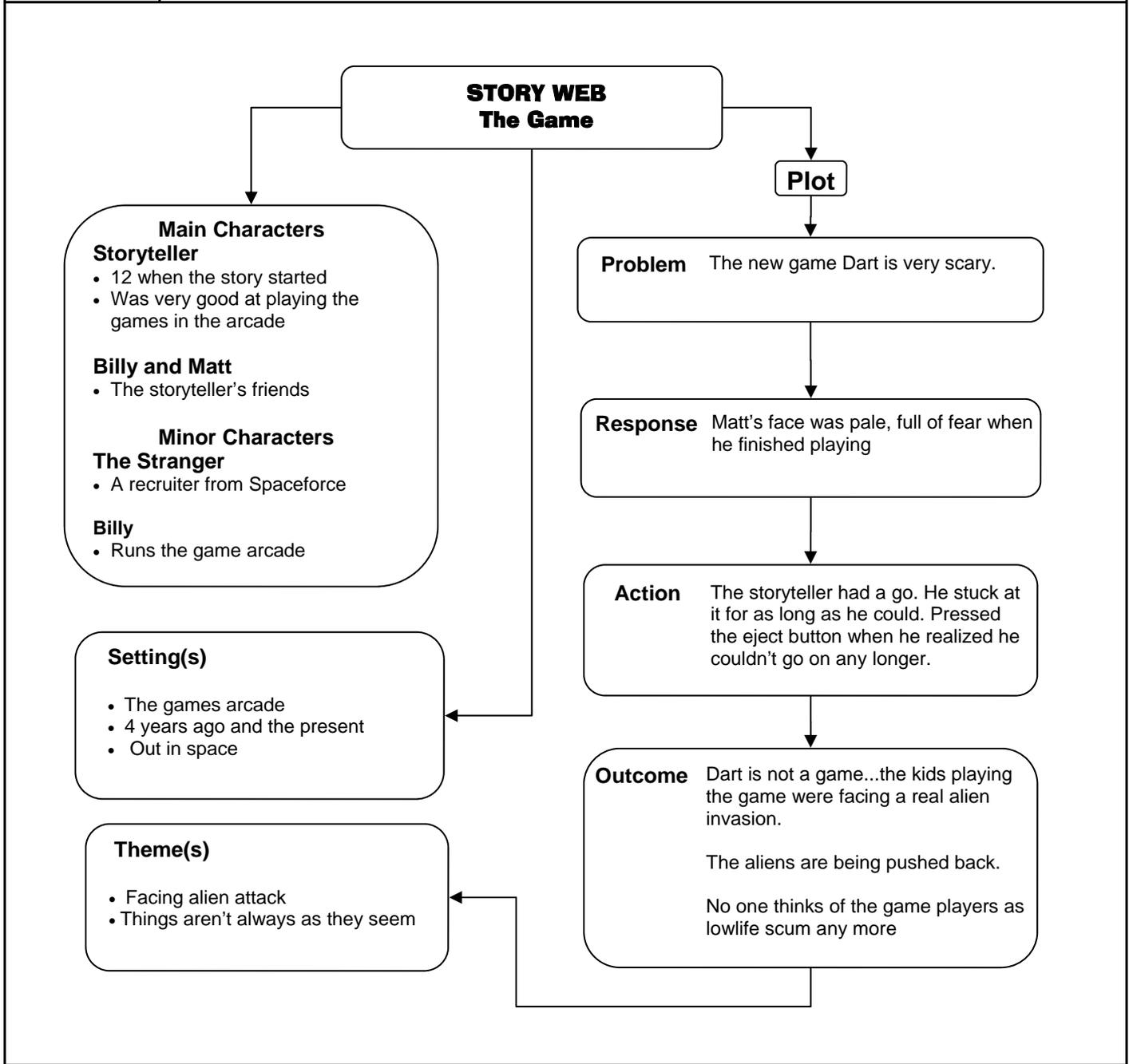
<p><b>CHUNK 1 Page 2</b> <b>READ page 2 and look for information or clues about the setting, characters, and the story problem</b></p> <p><b>Fast finishers</b> Start recording your ideas on a story web</p>	<p>".....and it was tough....."</p> <p><b>Check that children understand the hook into the story - the author starts by foreshadowing the problem and then goes back 4 years to explain</b></p> <p>".....leaping and twirling on the screen....."</p> <p><b>How has the author set the scene? How does it make you feel about Space World?</b> [Uses words like peering, gloom, crackle, shadows, leaping and twirling to create atmosphere]</p> <p>".....like they'd been infected....."</p> <p><b>Why would adults think that the kids in Space World were lowlife scum?</b> [It was gloomy/seedy. Adults thought that the kids were wasting their time and money]</p>	<p><b>Setting</b> Set in the past 4 years ago Space World - a game arcade - gloomy place - only school age kids go there</p> <p><b>Characters</b> The Storyteller - 12yrs old 4 years ago Jesse The Man - approx 30 years old Billy - runs Space World</p> <p><b>Problem</b> Foreshadowing of the problem - "Now of course everyone knows that Dart isn't a game"</p> <p>No indication of what the real problem is</p>
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<p><b>CHUNK 2 Page 3</b> <b>Look more clues about the story problem</b></p> <p><b>READ page 3</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>".....kiosk....."</p> <p><b>Check understanding</b> [a booth for running the arcade]</p> <p>".....How much?" I asked suspiciously....."</p> <p><b>Why was he suspicious?</b> [Games usually have a cost - nothing is free]</p> <p>".....trying to pull it off his head....."</p> <p><b>Why did Matt try to get the helmet off ?</b> [He wanted the game to stop. It was really scary]</p>	<p><b>Characters</b> The Man - is promoting a new game called Dart</p> <p><b>Action</b> Matt is having a go at Dart</p> <p><b>Problem</b> Dart is a tough game</p>
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<p><b>CHUNK 3 Page 4</b> <b>Prediction</b> <b>What will happen next?</b></p> <p><b>READ page 4 and find out</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>".....eject...if you find things get too tough....."</p> <p><b>Why was it important to use the eject button?</b> [The game is so real - if the ship blows up with you in it you feel it - as with Matt]</p>	<p><b>Response</b> Matt was a mess - eyes flicked from side to side, face screwed up, started to shake, eyes glazed</p> <p><b>Character</b> Storyteller - his arcade name is Diamond - is very good at the arcade games</p> <p><b>Action</b> Storyteller is ready for a turn The stranger explains the game</p>
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<p><b>CHUNK 4 Page 6+7</b> <b>What do you think the game will be like?</b> <b>How will he get on?</b></p> <p><b>READ pages 6 and 7</b></p> <p><b>Fast finishers</b> Add to your story web</p>	<p>".....viewed the universe....."</p> <p><b>What is the game like?</b> [It is very realistic - the action happens in space]</p> <p>".....My heart was still pounding 10 minutes later....."</p> <p><b>Why was his heart pounding?</b> [He was so stressed by the game]</p>	<p><b>Action</b> The game is very realistic, fast, and very tough. He ejected when he knew he was going to get hit.</p> <p><b>Response</b> His heart was still pounding ten minutes after he stopped the game</p>
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<b>SET PURPOSE and READ</b> When you are reading look for ....	<b>RETELL and CLARIFY</b> Making sure we have got the message right	<b>ADD to STORY WEB</b> What new information have we found ?
<p><b>CHUNK 5 Pages 8+9</b>  <b>Think about the first sentence. If Dart is not a game, what is really going on?</b></p> <p><b>READ pages 8 and 9 to find out what the real problem is</b></p>	<p>“....don't think of of them as lowlife any more.....”  <b>Why not?</b>            [Because everyone knows now that the kids in the arcades are fighting a war and they are the only one who can do it]</p>	<p><b>Outcome</b>            Dart is not a game...the kids playing the game were facing a real alien invasion.</p> <p>The aliens are being pushed back.</p> <p>No one thinks of the game players as lowlife scum any more</p>
<p><i>Post Reading Discussion</i></p>	<p><b>Story Structure : Review the story web now that the whole story has been read</b></p> <ul style="list-style-type: none"> <li>Summarise the main problem and how the characters deal with it (see suggestions below)</li> <li>What was the story about ? (theme)</li> </ul> <p><b>Story Evaluation : What has the author done to try and make this a good story ?</b>            [Made me laugh, created a real character, described a place well, surprised me with the outcome, used interesting words]  <b>What do YOU think of this story ? Give it a rating out of 10 and say why ?</b></p>	



<p><i>Follow up Activities</i></p>	<ul style="list-style-type: none"> <li>Go through the ACTIVITIES sheet with your students</li> <li>Brainstorm and discuss ideas, model activities where necessary.</li> <li>Assign activities or allow choice depending on time constraints and / or the needs of your students</li> </ul>
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# PARKING

by Alan Bagnall

## Set 5:1 ACTIVITIES

School Journal  
Part 3 Number 1 2001

### KNOWLEDGE - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**. Put the character's name and a drawing of them at the centre of the web.

### COMPREHENSION - Reading between the lines

2. Make a list of reasons why the woman in the red raincoat might have taken their park. Why did Dad think she had taken his park ? Write down at least one quote from the story to support your answer.
3. Think of another title for the story that tells you more about the problem.

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

4. Design a T-shirt with a message about good parking manners.
  - ◆ On the front have the things that Polite Parkers do.
  - ◆ On the back have the things that Pushy Parkers do.



### ANALYSIS - Breaking down the story to show how it works

5. Draw a **STORY MAP** of the car park at the library showing where the action took place.
  - ◆ Include the library building, Dad's car, the lady's car, any other details that are important.
  - ◆ Use labels and arrows to show what happened.
 Be prepared to explain your STORY MAP to others.
6. Complete the **STORY WEB** that you have started or talked about when you read the story. Include..... PROBLEM -- RESPONSE -- ACTION -- OUTCOME -- THEMES

### SYNTHESIS - Coming up with new ideas

7. Imagine that Dad allowed himself to get annoyed by the lady who took his car park and got out of his car to speak to her.
  - ◆ Write scripts for at least 2 different conversations that they might have had.
  - ◆ Practise these as role plays with a buddy and ask if you can present them to the class.
8. Design some additional equipment for your car that prevents other people from taking your car park the way the woman in the red raincoat did.  
*Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATION - Seeing both sides

9. **"If the lady was important she had a right to take the park"**

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)
  - ◆ *The setting was well described*
  - ◆ *The character was well developed*
  - ◆ *The writer used words to create pictures (similes, metaphors etc)*
  - ◆ *The story had an interesting problem*
  - ◆ *The problem had a satisfying outcome*

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



## Set 8:4 ACTIVITIES

School Journal  
Part 4 Number 1 2000

### KNOWLEDGE - What are the facts

1. Make a **CHARACTER WEB** for the main character of "The Game". Include all the information you can find in the story.

### COMPREHENSION - Reading between the lines

2. Explain why adults think that the kids in the games arcade are low life scum at the beginning of the story? Why have they changed their minds about this at the end of the story? Write down quotes from the story to support your answers.
3. Think of another title for the story that tells you more about the problem.

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

4. You are a news reporter who has just discovered the truth about 'Dart'. Prepare a news flash for TV explaining the problem to the world. Practise reading your newsflash the way the presenters do on TV and be prepared to share it with your group.

### ANALYSIS - Breaking down the story to show how it works

5. Draw a **STORY MAP** showing the two settings where the action takes place, the arcade and out in space. Use labels and arrows to show how the two settings are connected.
6. Complete the **STORY WEB** that you have started or talked about when you read the story. Include..... PROBLEM -- RESPONSE -- ACTION -- OUTCOME -- THEMES

### SYNTHESIS - Coming up with new ideas

7. Make a snakes and ladders board game about the battle between the kids and the aliens. When things go well you go up a ladder. When things go badly, you go down a snake. Include a set of instructions for playing the game. Try it out with a friend.
8. You are playing a game similar to Dart but the battle against the aliens is taking place underwater and you control a robot submarine. Design a game control panel and explain all the moves you can make and the weapons you can use.  
*Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATION - Seeing both sides

9. *"Playing video games is an important part of any young person's education"*  
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)
  - ◆ *The setting was well described*
  - ◆ *The character was well developed*
  - ◆ *The writer used words to create pictures (similes, metaphors etc)*
  - ◆ *The story had an interesting problem*
  - ◆ *The problem had a satisfying outcome*

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