

GUIDED SILENT READING

Using non fiction text

BOOK SEVEN

Part 1 and 2 School Journals 2000-2004



Hilton Ayrey

sample eBook

GUIDED SILENT READING BOOK 7

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Introduction to this Resource

“Guided Reading is the heart of the reading programme for early and fluent readers. It gives the teacher and a group of students the opportunity to talk, read and think their way purposefully through a particular text.”

The Learner as a Reader ; Ministry of Education, Learning Media. Wellington, 1996.

This resource aims to support the busy classroom teacher in this important instructional procedure by providing detailed lesson plans, suggestions for implementing them, and follow up activities that will encourage meaningful revisiting of the text. **The major focus is on teaching effective comprehension strategies to readers.** The suggestions offered here are a combination of the application of current theory and research on best teaching practice in reading comprehension, the author’s own teaching experience and many hours spent observing and giving feedback on GSR to trainees in the teacher training programme at the New Zealand Graduate School of Education.

The challenges of teaching comprehension strategies for Non-Fiction text

Non-fiction text presents the reader with challenges that are quite different to those of narrative text. The strategies students learn when reading narrative do not automatically transfer to other kinds of text. Children become very familiar with the features of narrative from an early age. While narrative carries the reader along with its storyline, non-fiction is often an impersonal, systematic unfolding of information. There is little repetition, no frills, it often lacks a personal touch, becomes increasingly laden with specialised vocabulary and longer, more complex sentence structure, and often requires background knowledge to comprehend. It is well documented that many students have difficulty understanding transactional text in secondary schools.

The recently published report of the New Zealand government’s Education and Science Committee (2001) on the inquiry into the teaching of reading, emphasised the importance of explicitly teaching comprehension strategies, particularly strategies that help students understand expository or non-fiction text. The report also noted that many students were not taught these strategies.

What are these comprehension strategies?

The following are three comprehension strategies which are predominant in the current literature on reading comprehension, and are embedded in the Guided Silent Reading process presented here.

1. Encourage Active not Passive reading

Many students who do not comprehend material fail to actively seek clarification even when they realise it is needed. They seem to think they are meant to be passive recipients of the author’s message and consequently do not interact with the passage.

Active readers approach passages with questions and modify their understanding of passages by attempting to answer them. They monitor what they are reading for meaning and seek clarification when they realise it has been lost. Active readers think behind the text – why did the author write this ?

how is the information organised ?

how does that fit into what I already know ?

what might come next (Prediction)?

2. Teach text structure—features of the genre...looking behind the information

Nicholson (1999) maintains that to teach students about how text is designed and to help them focus on what makes a text interesting, will give them a better understanding of the content of the text.

‘Structure is the key to comprehension – to comprehend a passage is to create a mental picture.’

Calfee and Associates (1984, p.82)

3. Provide opportunities to process information

Teach students how to process and make sense out of information (reading, retelling, clarifying), how to organise or reorganise it (summarising, identifying main points, diagramming it in webs and flow charts), all of which help the reader and learner to master and remember content information.

Using School Journals

School Journal articles are the vehicle for this process. While they do not always represent a consistent genre for exploring non-fiction writing, the articles chosen for this resource do follow a familiar pattern, are written specifically for children, are graded by reading age and are available in all schools.

GUIDED SILENT READING *using non-fiction text*

sample LESSON PLAN from BOOK SEVEN

Set 3:2 LESSON PLAN		Zoo Babies by Penny Bailey
Instructional Reading Age of text →		RA 8½ - 9½yrs SJ Part 1 Number 5 2002
SLO's derived from English achievement objectives →		SPECIFIC LEARNING OUTCOMES Students can.....
Division of the article into small chunks of text →		Summary Wellington Zoo is doing its best to help animals that are endangered in their natural habitat
Summary of the content →		Text structure A descriptive text structure (what is being done for these animals). Can be diagrammed as an information web (Activity 6).
Suggested format for Guided Silent Reading to ensure close and active reading of the text →		Introduction - introduction to the problem. No obvious hook Body of Text - looks at three different species and what is being done for each one. Conclusion - summary statement about the work being done.
Purpose of each step in the Suggested GSR process →		Identifies significant features of the article
BEFORE READING		GSR Strategies <i>Text divided into Chunks for Guided Silent Reading</i>
Summary of the content →		BEFORE READING Introduce the title Zoo Babies "What clues are there in the title?" "What information do you expect to find in this article?" Brainstorm what students already know about endangered animals. "What does it mean? Why are animals endangered?"
Suggested format for Guided Silent Reading to ensure close and active reading of the text →		GUIDED READING For each selected chunk of text . . .
Purpose of each step in the Suggested GSR process →		Page 2 "How has the author introduced the topic? Is there a hook?" defines endangered animals. No obvious hook.
Summary of the content →		Page 3 Paragraph 1 Explains the need to keep records of where the animals come from May need to clarify - "...as much variety as possible" Why?
Suggested format for Guided Silent Reading to ensure close and active reading of the text →		Page 3 Rest of the page and Page 4 Paragraphs 1 and 2 All about the Sumatran tigers at the zoo and why they are endangered
Purpose of each step in the Suggested GSR process →		Page 4 Last Paragraph and Page 5 All about the Red Pandas at the Zoo
Summary of the content →		Page 6 All about the Chimpanzees at Wellington Zoo - how many and how they keep the breeding groups healthy
Suggested format for Guided Silent Reading to ensure close and active reading of the text →		Page 7 Explains some of the reasons why chimpanzees are endangered
Purpose of each step in the Suggested GSR process →		Page 7 Last Paragraph : Conclusion "How has the author finished off the article? Look for summarising and reflective statements." summarising statement: "The zoo is working to help endangered animals"
FOLLOW UP ACTIVITIES		<ul style="list-style-type: none"> • Go through the ACTIVITIES sheet with the children • Brainstorm and discuss ideas, model activities where necessary

GUIDED SILENT READING *using non-fiction text*

sample ACTIVITIES from BOOK SEVEN



ZOO BABIES

BY PENNY BAILEY



Set 3:2 ACTIVITIES

School Journal
Part 1 Number 5 2002

KNOWLEDGE - What are the facts

1. Why are Sumatran tigers endangered?
2. What is the red pandas habitat?

Bloom's Level One
Locating literal information from the text

COMPREHENSION - Show that you understand the information

3. Why does the zoo keep records of where their animals have come from?
4. Why do they have to move the young female chimpanzees to other zoos and bring in other young females?

Bloom's Level Two
Interpreting information

APPLICATION - Using what you read in the article

5. Write a poem or a rap song about one of the endangered animals mentioned in this article that could be used to make people aware of the problem.

Bloom's Level Three
Using the information in the article in another situation

ANALYSIS - Organising information from the article

6. Make an INFORMATION WEB titled *Helping Endangered Animals* summarising what the Wellington Zoo is doing for the animals mentioned in this article.
This is a good activity to help you remember the information.

Bloom's Level Four
Organising the information diagrammatically

SYNTHESIS - Coming up with new ideas

7. Design some interesting and fun zoo habitats for the animals mentioned in this article.
Use drawings and labels to explain your interesting ideas.

Bloom's Level Five
Creating new ideas from the information

EVALUATION - Seeing both sides

8. *"It is important to look after endangered animals"*
List your reasons for agreeing and disagreeing with this statement.

I agree with this statement because.....

I disagree with this statement because.....

Bloom's Level Six
Evaluating an idea. Learning to see both sides of an argument

EVALUATION - Making judgments about information

9. Give this article a rating from 1 to 10 depending on how much information there was in it

10 ----- 5 ----- 1
Lots of information Some information No information

Write down a reason for giving the rating you have decided on.
What else would you like to know about the topic?

Making judgments about the quality of the writing based on the amount of information

Set 1:1 LESSON PLAN

RA 7- 8yrs

SJ Part 1 Number 1 2002

Huhu Escape

by Jan Maguiness

<p>SPECIFIC LEARNING OUTCOMES Students can.....</p> <p>Critical Thinking 1. Identify text structure / select main ideas in non fiction text 2. Respond to non-fiction text through Bloom's Taxonomy</p> <p>Exploring Language 3. Identify "hooks" in the introduction to non fiction passages 4. Identify summarising and reflective statements in the conclusion of a non-fiction article</p> <p>Processing Information 5. Gather, sort, summarise, present information</p>	<p>Summary A short article on the life cycle of the huhu grub.</p> <p>Text structure A sequential text structure (series of events that progress over time). Can be diagrammed as life cycle flow chart (Activity 5).</p> <p>Introduction - the author's personal recount of actual events may be a hook for this age group. Body of Text - very short simple paragraphs. Conclusion - a summarising statement which concludes the observation and connects back to the title.</p>
<p><i>GSR Strategies</i></p>	<p><i>Text divided into Chunks for GSR</i></p>
<p>BEFORE READING</p>	<p>Brainstorm what the students already know about huhu grubs</p> <p>Introduce the title Huhu Escape "What clues are there in the title? What information do you expect to find in this article?"something about a huhu escaping</p>
<p>GUIDED READING</p> <p>For each selected chunk of text . . .</p> <p>Step 1: SET A PURPOSE As you read</p> <ul style="list-style-type: none"> • Look for the main topic • Think of a suitable heading <p>READ SILENTLY "Engaging the reader"</p> <p style="text-align: center;">↓</p> <p>Step 2: RETELL and CLARIFY Have we got the message right?</p> <ul style="list-style-type: none"> • DETAILED RETELLING to make sure the text has been read closely • CLARIFY AS WE GO to ensure vocab and concepts are understood <p>"Developing sentence level comprehension"</p> <p style="text-align: center;">↓</p> <p>Step 3: SUMMARISE What is this passage about?</p> <ul style="list-style-type: none"> • Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk • Reduce information to bullet points - ie. main ideas <p>"Developing big picture comprehension"</p> <p>(see page 4 for further details)</p>	<p>Page 10 Paragraph 1 : Introduction "How has the author introduced the topic? Is there a hook?"</p> <p>.....a personal recount - they may want to know more</p> <p>Page 10 Paragraph 2 The author talks about wanting to observe huhu grubs and how she went about it.</p> <p>May need to clarify - <i>observe (vocab)</i></p> <p>Page 11 Paragraph 1 Describes what the author observed</p> <p>May need to clarify - "<i>change into an adult</i>" (<i>new concept</i>)</p> <p>Page 11 Paragraphs 2 and 3 Describes how the adult beetles escaped through the tunnels that the grubs had eaten</p> <p>Conclusion "How has the author finished off the article? Look for summarising and reflective statements."</p> <p>.....makes a summarising statement about what had happened - 'the escape'</p>
<p>FOLLOW UP ACTIVITIES</p>	<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 of children



Huhu Escape

by Jan Maguiness



Set 1:1 ACTIVITIES

School Journal
Part 1 Number 1 2002

KNOWLEDGE - What are the facts

1. Where did the author find huhu grubs?
2. What do huhu grubs eat?

COMPREHENSION - Show that you understand the information

3. Why did the huhu grubs stop eating and lie very still?

APPLICATION - Using what you read in the article

4. You are a huhu grub. Write a short story about how you are feeling during the changes that happen to you.

ANALYSIS - Organising information from the article

5. Make a **FLOW CHART** titled *The Life Cycle of a Huhu Beetle* to show the steps the huhu goes through.
Making a flow chart is a good way to help you remember information.

SYNTHESIS - Coming up with new ideas

6. Design your own creature that emerges from the huhu grub.
Draw a picture with labels to describe its special features.

EVALUATION - Seeing both sides

7. *"It would be fun to observe a huhu grub"*
List your reasons for agreeing and disagreeing with this statement.

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

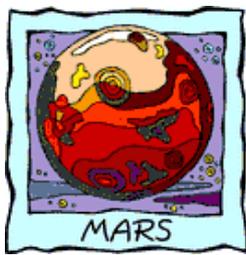
EVALUATION - Making judgments about information

8. Give this article a rating from 1 to 10 depending on how much information there was in it.

10 ----- 5 ----- 1
 Lots of information Some information No information

Write down a reason for giving the rating you have decided on.
What else would you like to know about the topic?

<p>SPECIFIC LEARNING OUTCOMES Students can.....</p>	<p>Summary The author reviews the first man on the moon and then looks at the possibility of landing a man on another planet - Mars</p>	
<p>Critical Thinking 1. Identify text structure / select main ideas in non fiction text 2. Respond to non-fiction text through Bloom's Taxonomy</p> <p>Exploring Language 3. Identify "hooks" in the introduction to a non fiction article 4. Identify summarising and reflective statements in the conclusion of a non fiction article</p> <p>Processing Information 5. Gather, sort, summarise, present information</p>	<p>Text structure A descriptive text structure (one topic - manned travel to Mars). Can be diagrammed as an information web - travel to Mars.</p> <p>Introduction - description of the first man on the moon, then poses a question for the reader. Body of Text - discussion of the possibilities of a "man on Mars." Conclusion - includes a summarising and a reflective statement.</p>	
<p><i>GSR Strategies</i></p>	<p><i>Text divided into Chunks for GSR</i></p>	
<p>BEFORE READING</p>	<p>Introduce the title Return Ticket, Please "What clues are there in the title? What information do you expect to find in this article?"</p> <p>Brainstorm what the students know already about space travel to other planets and the possibility of life there.</p>	
<p>GUIDED READING</p> <p>For each selected chunk of text . . .</p> <p>Step 1: SET A PURPOSE As you read</p> <ul style="list-style-type: none"> • Look for the main topic • Think of a suitable heading <p>READ SILENTLY <i>"Engaging the reader"</i></p> <p style="text-align: center;">↓</p> <p>Step 2: RETELL and CLARIFY Have we got the message right?</p> <ul style="list-style-type: none"> • DETAILED RETELLING to make sure the text has been read closely • CLARIFY AS WE GO to ensure vocab and concepts are understood <p><i>"Developing sentence level comprehension"</i></p> <p style="text-align: center;">↓</p> <p>Step 3: SUMMARISE What is this passage about?</p> <ul style="list-style-type: none"> • Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk • Reduce information to bullet points - ie. main ideas <p><i>"Developing big picture comprehension"</i></p> <p>(see page 4 for further details)</p>	<p>Page 6 Paragraphs 1, 2 and 3 "How has the author introduced the topic? Is there a hook?"<i>Description of first man on the moon</i> <i>Poses a question "What would you say?" as a hook</i></p> <p>Page 6 Paragraph 4 Outlines the US plan to have a manned flight to Mars by 2010</p> <p>Page 6 Paragraph 5 The history of unmanned flights to Mars</p> <p>Page 6 Paragraph 6 Explains just how far away Mars is</p> <p>Page 7 Justifies why Mars is the planet chosen to visit</p> <p>Page 8 Discusses some of the problems of being in space for 14 months</p> <p>Page 9 Explains the extreme distances involved and the need for everything on the spacecraft to work properly</p> <p>Page 10 Discusses the problems that would face new arrivals once they got to Mars</p> <p>Page 10 Last paragraph : Conclusion "How has the author finished off the article? Look for summarising and reflective statements."<i>summarising statement - "...hardly sounds like the ideal holiday..."</i> <i>reflective statement - people will probably want to go</i></p>	<p>Summary of text (Step 3)</p> <p><u>US plans</u> • Mars by 2010 • a manned flight</p> <p><u>History of flights to mars</u> • unmanned landings since 1970's • Patherfinder in 1997 • robot explored surface</p> <p><u>A long trip</u> • 3 days to the moon • 20 months to Mars • 7 months in today's ships</p> <p><u>Why Mars?</u> • Venus closer but life not possible • Mars only possible planet for life • probably no water • may have had primitive life</p> <p><u>More than a Year in Space</u> • astronauts have to get along • need room for supplies • washing water recycled • sweat gathered • processed for drinking</p> <p><u>It's a Long Way Away</u> • 4mins 20 secs for a radio message • no chance for repairs if things go wrong</p> <p><u>Problems on Mars</u> • no oxygen • very cold, can be -140°C at night • dust storms - can't see much</p>
<p>FOLLOW UP ACTIVITIES</p>	<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 of children 	



Return Ticket, Please!

BY DAVID HILL

Set 4:5 ACTIVITIES

School Journal
Part 2 Number 1 2000

KNOWLEDGE - What are the facts

1. What is the United States planning for the year 2020?
2. Why would Venus not be a good place to visit?

COMPREHENSION - Show that you understand the information

3. What information would scientists get from Pathfinder's mission to Mars in 1997?
4. Think of another title that summarises what the article is about and would be a good hook for the reader.

APPLICATION - Using what you read in the article

5. Design an advertising poster for a return trip to Mars. You need illustrations and a catchy title so people will want to read it. Include the information in the article about how long the trip will take and what they will find when they get there.

ANALYSIS - Organising information from the article

6. Make an INFORMATION WEB titled *Return Ticket, Please* summarising the information in the article.
This is a good activity to help you remember the information.

SYNTHESIS - Coming up with new ideas

7. Design a passenger spacecraft for regular sightseeing trips to Mars. Include activities to keep your tourists happy for the 14 months it would take for the return trip - remember the problem of weightlessness in space! Use drawings and labels to explain your interesting ideas.

EVALUATION - Seeing both sides

8. *"Exploring Space is a waste of time and money"*

List your reasons for agreeing and disagreeing with this statement.

I agree with this statement because.....

I disagree with this statement because.....

EVALUATION - Making judgments about information

9. Give this article a rating from 1 to 10 depending on how much information there was in it.

10 ----- 5 ----- 1
Lots of information Some information No information

Write down a reason for giving the rating you have decided on.
What else would you like to know about the topic?