

GUIDED SILENT READING

Using non fiction text

BOOK EIGHT

Part 3 and 4 School Journals 2000-2004



Hilton Ayrey

sample eBook

GUIDED SILENT READING BOOK 8

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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 EIGHT

Set 7:2 LESSON PLAN More than a Mountaineer RA 11-13 SJ Part 3 Number 3 2003 by Bill O'Brien	
SPECIFIC LEARNING OUTCOMES Critical Thinking 1. Identify text structure / select main ideas in non-fiction text 2. Respond to non-fiction text through Bloom's Taxonomy 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 Processing Information 5. Gather, sort, summarise, present information	Summary A biographical look at one of our most famous New Zealanders including his most well known climbing achievement and subsequent exploits. Text Features A sequential text structure; a timeline of events over the last 50 years. Can be diagrammed as a timeline and a flow chart (Activity 5) using the headings in the article as suggested in <i>Summary of Text</i> below. Introduction - makes the assertion that Edmund Hillary is more than just a famous mountaineer. Body of Text - anecdotal record of his achievements in time sequence. Conclusion - goes back to reflect on that most famous achievement.
GSR Strategies BEFORE READING Brainstorm what the students already know about Sir Edmund Hillary Introduce the title <i>More than a Mountaineer</i> "This article is about Edmund Hillary. What information do you expect to find? What clues are there in the title?"	Guided Silent Reading lesson sequence GUIDED READING For each selected chunk of text . . . Step 1: SET A PURPOSE READ SILENTLY "Engaging the reader" ↓ Step 2: RETELL and CLARIFY Have we got the message right? • DETAILED RETELLING to check sentence level comprehension • CLARIFY AS WE GO to ensure vocab and concepts are understood "Developing sentence level comprehension" ↓ Step 3: SUMMARISE What is this passage about? • Think of a HEADING which summarises the information • Reduce information to bullet points "Developing Big Picture comprehension" (see page 4 for further details)
Page 19 Paragraph 1 "How has the author introduced the article? Is there a hook?" "...much more than a mountaineer..." The reader may want to know what else he has done	Step 3: Summary of text Introduction • an ordinary NZer • face on NZ \$5
Page 19 : Rest of the page Describes the final stages of the climb to the top of Mt Everest Clarify: "...A ferocious wind..." "...like the roar of a 1000 tigers..." simile "...nowhere else to climb..." What does that mean?	Everest - the final day • 29th May 1953 • very windy all night • -27 degrees C • 5 hr climb
Page 20 : First text box Describes Hillary's other achievements over the next 50 years Clarify: "...crevasse-covered glaciers..." "...Ganges River..." "...to its source..." sherpas - Who are the Sherpas?	The next 50 years • South Pole expeditions • jet boated up the Ganges • NZ High Commissioner to India • working with Sherpas
Page 20 : Second text box Describes how Hillary's idea for the Himalayan Trust came about Clarify: "Our children have eyes but they cannot see." What does that mean?	Himalayan Trust - How it began • Sherpas needed a school • School built in 1961
Page 21 Two topics describing the problems that had to be overcome • Building the school • Building the airport Clarify: "...pre-assembled aluminium buildings..." "... and a new way of life for Sir Edmund Hillary..." "...the ground had to be compacted..."	Building the school • no roads • pre-assembled buildings carried in • first of many projects Building the airport • needed an airport • cleared the land by hand • buried boulders
Page 22 : Three topics • the highs and lows for Hillary during this time • details of what happened to Tenzing Norgay • one successful Sherpa who attended the school Clarify: "... Sir Edmund was devastated..."	Highs and Lows • daughter and wife killed • built 27 schools • 2 hospitals • 12 clinics • an airfield • several bridges Tenzing Norway • trained young mountaineers • died May 1986 • aged 73 A successful Sherpa - Ang Rita • Trust's chief administrator • 2 uni degrees • one of first pupils
Page 22 : Conclusion - last text box "How has the author finished off the article? Look for summarising and reflective statements." Summarising statement - Climbing Mt Everest will still be the thing he will be best remembered for	
FOLLOW UP • 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 EIGHT

More than a Mountaineer

by Bill O'Brien



Set 7:2 ACTIVITIES

School Journal
Part 3 Number 3 2003

KNOWLEDGE - What are the facts

1. At what time and on what date was Mount Everest climbed for the first time?
2. Name the two other expeditions mentioned in this article that Sir Edmund Hillary led.

Bloom's Level One
Locating literal information from the text

COMPREHENSION - Show that you understand the information

3. What did the Sherpa mean when he said "Our children have eyes but they cannot see"?
4. Think of another title for the article that summarises what the author is writing about and would be a good hook for the reader.

Bloom's Level Two
Interpreting information in own words

APPLICATION - Using what you read in the article

5. Design a poster for the Himalayan Trust to get donations and volunteers to help build a school for the Sherpas.

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

ANALYSIS - Organising information from the article

6. Draw a **TIMELINE** showing all the events in Sir Edmund Hillary's life that are mentioned in this article. This will help you understand how the article has been organised by the author and is a good way to help you remember the information.

Bloom's Level Four
Organising the information diagrammatically

SYNTHESIS - Coming up with new ideas

7. Using modern technology, design a more efficient system for getting building equipment up the Himalayan mountains and clearing land for an airstrip.
Label your drawings or write descriptions to explain your interesting ideas.

Bloom's Level Five
Creating new ideas from the information

EVALUATION - Seeing both sides

8. *"Being the first to climb Mt Everest is Sir Edmund Hillary's most important achievement"*
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
Evaluating an idea. Learning to see both sides of an argument

EVALUATION - Making judgments about information

9. Do you think this article was well written?
 - ◆ Was there a hook in the introduction? Hook : Rate 1-10
 - ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
 - ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Write a short review of this article based on the ratings you have given it.
Comment on extra information that you think could or should have been included.

Making judgments about the quality of the writing based on established criteria

Set 5:1 LESSON PLAN

Ewes for me

RA 9-10 yrs SJ Part 3 Number 2 2002

by Stuart Flowers and Joanne Watson

SPECIFIC LEARNING OUTCOMES

Students can.....

Critical Thinking

1. Identify text structure / select main ideas in non-fiction text
2. Respond to non-fiction text through Bloom's Taxonomy

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

Processing Information

5. Gather, sort, summarise, present information

Summary

A look at the unusual practice of milking sheep to meet the needs of a boy with cerebral palsy.

Text Features

A simple descriptive text structure - good to use as an introduction to the GSR process as it is short. Can be diagrammed as an information web (Activity 6) using the summaries suggested in *Summary of Text*.

Editorial Introduction - editor provides a hook.

Body of the text - progression of simple topics within the article.

Conclusion - includes a reflective and a summarizing statement.

GSR Strategies

Text divided into Chunks for GSR

Summary of Text (Step 3)

BEFORE READING

Discuss what the students know about food allergies. What does it mean for the person who has the allergy?

Introduce the title *Ewes for me*. What clues are there in the title? Encourage lateral thinking.

GUIDED READING

For each selected chunk of text . . .

Step 1:

SET A PURPOSE

As you read

- Look for the main topic
- Think of a suitable heading

READ SILENTLY

"Engaging the reader"



Step 2:

RETELL and CLARIFY
Have we got the message right?

- DETAILED RETELLING to make sure the text has been read closely
- CLARIFY AS WE GO to ensure vocab and concepts are understood

"Developing sentence level comprehension"



Step 3:

SUMMARISE

What is this passage about?

- Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk
- Reduce information to bullet points - ie. main ideas

"Developing big picture comprehension"

(see page 4 for further details)

Editorial Introduction

Discuss the concept of an editorial introduction - the editor adding an introduction before the article starts

Read the editorial Introduction

"Why has the editor written an introduction? Is there a hook?"

No need to summarise

The editor creates interest by introducing the unusual idea of milking sheep

Page 25

Stuart explains why his family milk sheep

Clarify: Freisians - from Friesland, northern Holland
cerebral palsy - a condition caused by brain damage at birth resulting in muscular impairment

A special diet

- Stuart has cerebral palsy
- needs sheep milk
- parents milk 15 sheep

Page 26

Explains how the sheep have been trained for milking and the problems that result

Clarify: septic tank cleaner - a worker visiting the farm to clean the tank

Training the sheep

- trained to come into the shed
- has created problems
- always looking for food

Page 27 : Paragraph 1

How the family makes sure Stuart has milk all year round

Clarify: "...during the dry times.." - times when the sheep aren't producing any milk

Milk all year round

- extra milk is frozen
- 15 sheep means milk all year

Page 27 : Paragraph 2

Explains what happens to the new born lambs in the spring

Lambs in Spring

- friesians have 2 or 3 lambs
- taken from mother straight away
- some given away
- ones kept fed by hand

Page 27 : Paragraph 3

Explains how the sheep get their names

Names

- family name Flowers
- sheep have flower names
- own personalities

Page 27 : Conclusion - final paragraph

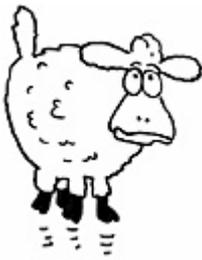
"How has the author finished off the article? Look for summarising and reflective statements."

Reflection - Stuart reflects on how special these sheep are to him

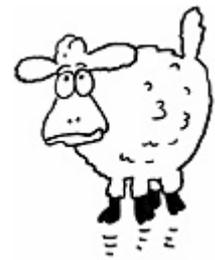
Summary - "...because of them I can keep myself fit and strong..."

FOLLOW UP ACTIVITIES

- 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



Ewes for Me



By Stuart Flowers and Joanne Watson

Set 5:1 ACTIVITIES

School Journal
Part 3 Number 2 2002

KNOWLEDGE - What are the facts

1. What are the 3 facts we are told about Friesian sheep?
2. Work out how many lambs each sheep had during the good year that Stuart talks about.

COMPREHENSION - Show that you understand the information

3. Why did the sheep try to get into the septic tank cleaner's truck?
4. Think of another title for the article that summarises what the author is writing about and would be a good hook for the reader.

APPLICATION - Using what you read in the article

5. Design a poster to convince farmers that they should buy Friesian sheep.
A poster should have an eye catching title, information in bullet points, and illustrations

ANALYSIS - Organising information from the article

6. Make an INFORMATION WEB titled *Ewes for Me* to summarise the information in this article. This will help you understand how the article has been organised by the author and is also a good way to help you remember information.

SYNTHESIS - Coming up with new ideas

7. Design a new improved milking shed for automatically milking sheep.
Use drawings and labels to explain your interesting ideas

EVALUATION - Seeing both sides

8. *"It isn't fair to take lambs away from their mothers so that we can use the milk"*
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 - Making judgments about information

9. Do you think this article was well written?
 - ◆ Was there a hook in the introduction? Hook : Rate 1-10
 - ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
 - ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

Give a reason for each of your ratings.

What else would you like to know about the topic?

SPECIFIC LEARNING OUTCOMES Students can.....	Summary A long but well structured article about the history of research into DNA, said to be one of the most famous discoveries of the twentieth century, and the implications for the future. Complex subject matter suitable for very fluent readers with an advanced interest in science.
Critical Thinking 1. Identify text structure / select main ideas in non-fiction text 2. Respond to non-fiction text through Bloom's Taxonomy	Text Features A sequential text structure - the history of DNA research and its implications for the future.
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	Introduction - a deliberate hook with a story about two scientists followed by questions that outline the direction of the rest of the article.
Processing Information 5. Gather, sort, summarise, present information	Body of the text - the author provides structure by including Who? What? How? Why? headings. Conclusion - reflective statement on the implications of this research.

<i>GSR Strategies</i>	<i>Text divided into Chunks for GSR</i>	<i>Summary of Text (Step 3)</i>
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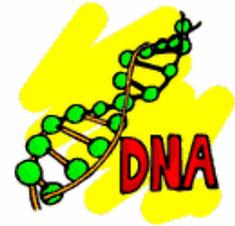
BEFORE READING	Brainstorm what the students already know (if anything) about DNA. Introduce the title Hanging by a Thread . What clues are there in the title?	
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GUIDED READING For each selected chunk of text . . . Step 1: SET A PURPOSE As you read • Look for the main topic • Think of a suitable heading READ SILENTLY "Engaging the reader" ↓ Step 2: RETELL and CLARIFY Have we got the message right? • DETAILED RETELLING to make sure the text has been read closely • CLARIFY AS WE GO to ensure vocab and concepts are understood "Developing sentence level comprehension" ↓ Step 3: SUMMARISE What is this passage about? • Decide on a suitable HEADING or HEADINGS which would summarise the information in the chunk • Reduce information to bullet points - ie. main ideas "Developing big picture comprehension" (see page 4 for further details)	<p>Page 19 : First Paragraph "How has the author introduced the article? Is there a hook?" Starts with two scientists arriving for lunch. "Hold it right there!" ...Asks WHO, WHAT, HOW, WHY questions and signals a history lesson - deliberate attempt to hook the reader.</p> <p>Page 19 : The rest of the page A history lesson - explains what scientists knew up to this point about cells</p> <p>Page 20 : First paragraph Enter Crick and Watson - WHO? Background information about the two scientists who had a major role in the discovery of DNA. These are the two who were briefly introduced in the introduction.</p> <p>Page 20 : Rest of the page DNA - WHAT? An explanation of what DNA is and outline of what it was that Crick and Watson were aiming to find out</p> <p>Page 21 HOW? An explanation of the events that lead up to creating a model of DNA</p> <p>Page 22 WHY? An explanation of the significance of this discovery and the ways the knowledge gained can be used to benefit mankind.</p> <p>Page 23 Discusses the possible problems that this new knowledge could create</p> <p>Page 23 : Conclusion - final paragraph "How has the author finished off the article? Look for summarising and reflective statements." Reflective statements about the changes to our lives as a result of this discovery.</p>	
	<p><i>No need to summarise</i></p> <p>History of DNA research</p> <ul style="list-style-type: none"> • 1665 living things = millions of cells • 1865 different types of cells • didn't know why we look like parents <p>The two scientists</p> <ul style="list-style-type: none"> • met at Cambridge University James Watson • chemist - blew things up • 25yrs old, American biologist Francis Crick • 35 yrs old, Englishman • a very loud laugh <p>DNA - What is it?</p> <ul style="list-style-type: none"> • deoxyribonucleic acid • every cell has a nucleus • rodlike chromosomes inside nucleus • chromosomes carry genes • genes pass on features • offspring inherit chromosomes from parents <p>An impossible jigsaw puzzle</p> <ul style="list-style-type: none"> • new photographs gave them clues • needed to show how the sugar, phosphate and bases joined on the strands • shaped like a spiral staircase • made a model as high as a man <p>Significance of this discovery</p> <ul style="list-style-type: none"> • could work out what different parts did • damaged DNA may cause disease • alter DNA - resistant to diseases • clone endangered species • help solve crimes <p>Concerns</p> <ul style="list-style-type: none"> • upset food chains • harmful to humans • modifying human appearances etc • cloning of humans 	

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 • Assign activities or allow choice depending on time constraints / needs of children
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Hanging by a Thread

by David Hill



Set 8:5 ACTIVITIES

School Journal
Part 4 Number 3 2003

KNOWLEDGE - What are the facts

1. What do the letters DNA stand for?
2. What are the 3 things that make up the DNA threads?

COMPREHENSION - Show that you understand the information

3. Why was it so important to be able to build a model of DNA?
4. Think of another title for the article that summarises what the author is writing about and will be a good hook for the reader.

APPLICATION - Using what you read in the article

5. Make up a special award (a certificate) for Crick and Watson to be presented to them for having made one of the most famous discoveries of the twentieth century.
Think of a name for the award and include information about what it was that they have achieved and why it is so important.

ANALYSIS - Organising information from the article

6. Make an INFORMATION WEB titled *Hanging by a Thread* summarising the information in this article. This will help you understand how the article has been organised by the author and is a good way to help you understand and remember the information.

SYNTHESIS - Coming up with new ideas

7. Parents may one day be able to put in an order for genetically engineered children.
Select all the characteristics from famous people that you know to create the "perfect child".
Show this perfect child as a drawing with labels or write descriptions to explain all the special characteristics and who they came from.

EVALUATION - Seeing both sides

8. **"Scientists should be allowed to clone animals and humans"**
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 - Making judgments about information

9. Do you think this article was well written?
 - ◆ Was there a hook in the introduction? Hook : Rate 1-10
 - ◆ Was the information well organised in clear sections? Organisation : Rate 1-10
 - ◆ Was there an effective conclusion? Wrap-up : Rate 1-10

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

Comment on extra information that you think could or should have been included.