



Picture This



About this unit

The following pages show how the English K-6 unit *Picture This* can be structured as a two week daily plan of work, to focus specifically on the teaching of reading.

Preparing for this unit

Organise:

- texts for guided and independent reading. See ‘Selecting texts for the reading program’ on page 60 of *Teaching Reading: A K-6 Framework*.
- groups for guided reading. See ‘Forming groups for guided reading’ on the following page.
- a bulk class loan of picture books from the library.

Collect:

- *The Paper Bag Princess*, Robert N Munsch (both the enlarged copy and multiple small copies)
- *Piggybook*, Anthony Browne (multiple copies)
- *The Enchanter’s Daughter*, Antonia Barber
- additional texts including:
 - *The True Story of the Three Little Pigs, Jim and the Beanstalk*, Raymond Briggs
 - *The Wreck of the Zephyr*, Van Allsburg
 - *The Tin-Pot Foreign General and the Old Iron Woman*, Raymond Briggs
 - *Hansel and Gretel*, illustrated by Anthony Browne
 - *The Church Mice at Bay*, Graham Oakley
 - *Miss Rumphius*, Barbara Cooney
 - *John Brown, Rose and the Midnight Cat*, Jenny Wagner
 - *Animalia*, Graeme Base
 - *Whistle Up the Chimney*, Nan Hunt.



Guided reading

Forming groups for guided reading

The students in your class will demonstrate differences in their ability to read. Before commencing guided reading, group together students who are working at approximately the same level.

For the purpose of this unit, form students into five groups of approximately five or six students each. Students in group 1 will be the least competent readers and those in group 5 will be the most competent.

Guided reading in groups

You will have approximately 30 minutes each day for guided reading. Spend 30 minutes each Monday with group 1 and an additional 10 minutes with group 1 on Tuesdays, Wednesdays, Thursdays and Fridays. Work with groups 2, 3, 4 and 5 for 20 minutes on Tuesday, Wednesday, Thursday and Friday respectively.

In this way all students have an extensive guided reading session with the teacher each week, while students needing most support with reading will have daily teacher guidance. If you have access to additional teacher support from, for example an ESL teacher or Support Teacher Learning Difficulties, arrange your groups so that two guided reading groups operate concurrently. This will enable extra time to be devoted to students needing most support.

Below is a suggested timetable for guided reading, to be used during this 10 day unit.

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
	1	1	1	1

Use the guided reading record sheet (see *Photocopiable proforma* on page 10) as you work with the guided reading groups. As students develop as readers continue to review your guided reading groups and the texts each student is using. As a result your guided reading groups will be fluid and may change as students grow and develop as readers.

What to include in the guided reading session

Guided reading for each group each day will follow the sequence outlined for guided reading in *Teaching Reading: A K-6 Framework*, pages 33-38 and pages 45-49. That is:

- orientation to the text
- reading the text
- working with the text
- after the guided reading.

In addition, students experiencing reading difficulties will also need to spend time in closer focus on:

- text reading
- conventions of print
- sounds, letters and words
- text meaning
- writing and spelling.

In planning guided reading experiences for students, you may wish to use the photocopiable pages:

- Guided reading planning sheet: whole class (page 17)
- Guided reading planning sheet: students with reading difficulties (page 19).

The content of each guided reading session will depend on your assessment of your students' reading development. It could include opportunities for students to:

- learn to adjust reading strategies for different text types
- learn how to use knowledge of known language patterns to read new texts
- learn how to use strategies such as syllabification and sounding out to decode unfamiliar words
- use appropriate pause and emphasis when reading aloud
- learn how to use strategies such as pausing, re-reading and reading on to maintain meaning
- explore different kinds of verbs commonly used in different text types
- explore different kinds of adverbs
- explore different clause structures used to make statements, give commands and ask questions
- examine the use of conjunctions of cause, addition, time and comparison
- explore reference chains
- learn about patterns of cohesion based on word chains such as synonyms or antonyms

- investigate point of view in texts
- explore ways in which visual elements, such as diagrams, charts, pictures and film sequences, construct meaning
- learn how to distinguish literary from factual texts
- explore the structures of different literary texts such as stories, poems and drama
- explore the structures of different factual texts, such as recount, information report, explanation, procedure, exposition and discussion
- learn how to use various conventions such as headings, subheadings, graphs, indexes and tables of contents to gain information from printed text
- construct timelines, story maps or flow charts to represent sequences of events or organisation of information in texts
- make comparisons between the different ways information is presented
- prepare, rehearse and read aloud texts such as stories, poems and scripted drama
- make comparisons between the world of text and their own lives and personal experiences

Texts for guided reading

Texts for guided reading need to be matched to students' instructional level. Refer to 'Texts for guided reading', pages 62-64 in *Teaching Reading: A K-6 Framework*. Ensure you include a range of texts. If possible, select narrative texts for guided reading groups while doing this unit; this will allow you to make explicit links between modelled and guided reading for each group.

Gathering and recording assessment information

As you work through this unit collect information about students' reading using a variety of strategies, multiple opportunities and varying contexts, for example:

- observing reading behaviours in modelled, guided and independent reading situations
- using oral and written retellings of text read
- taking running records
- keeping records of student progress in guided reading
- using oral comprehension responses during and after reading
- analysing the reading strategies students use in guided reading
- using work samples, such as student's writing to check graphological-phonological knowledge
- analysing students' incorrect responses to a cloze procedure to determine the type of error the student is making
- analysing students' Basic Skills Test results.

Record information using, for example:

- the photocopiable proformas in this book
- a dated, cumulative collection of individual work samples
- other useful and manageable devices currently in use.

It is important to develop a consistent whole-school approach to collecting and recording assessment information.



Overview of the unit

	Day 1	Day 2	Day 3	Day 4	Day 5
Setting the scene	Teacher and students talk about the differences between literary and factual texts.	Teacher and students recall Day 1 predictions about <i>The Paper Bag Princess</i> .	Teacher and students recall and retell <i>The Paper Bag Princess</i> and identify its staging.	Teacher and students focus on characters and the adjectives that describe them.	Teacher explains to students that they will be learning to prepare an oral book report.
Modelled reading	Students make predictions about <i>The Paper Bag Princess</i> .	Teacher reads <i>The Paper Bag Princess</i> .	Teacher and students focus on verbs in the context of <i>The Paper Bag Princess</i> .	Teacher and students list adjectives to describe key characters in <i>The Paper Bag Princess</i> .	Teacher scaffolds students as they learn how to prepare for an oral presentation.
Reading activities	Students read and then classify classroom texts into literary or factual.	Students prepare a retelling of <i>The Paper Bag Princess</i> .	Students focus on verbs in the context of <i>The Paper Bag Princess</i> .	Students write a short character profile and read it to each other in pairs.	Students prepare and present their oral responses in groups.
Guided writing	Teacher and students explore characters, setting, main events and resolution in narrative.	Teacher demonstrates how to structure a simple narrative.	Teacher and students jointly construct the orientation of a narrative.	Teacher and students jointly construct a complication and sequence of events.	Teacher and students focus on ways to resolve complications in students' narratives.
Independent writing	Students list characters, settings, main events, resolution in narratives.	Students plan their own narrative.	Students write the orientation phase of their own narrative.	Students write a complication and sequence of events for their own narrative.	Students write a resolution for their own narrative.
Independent reading	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.
Guided reading	Teacher works with guided reading group 1.	Teacher works with guided reading group 2 and for a short time with group 1.	Teacher works with guided reading group 3 and for a short time with group 1.	Teacher works with guided reading group 4 and for a short time with group 1.	Teacher works with guided reading group 5 and for a short time with group 1.
Teacher reading	<i>The Enchanter's Daughter</i> .	<i>The Enchanter's Daughter</i> .	<i>The Enchanter's Daughter</i> .	<i>The Enchanter's Daughter</i> .	Teacher reads a student's narrative.
Concluding the session	Teacher and students discuss <i>The Enchanter's Daughter</i> .	Students share their narrative plans.	Some students read the orientation of their narratives.	Some students read their narratives so far.	Teacher reads a student's narrative.

	Day 6	Day 7	Day 8	Day 9	Day 10
Setting the scene	Teacher leads students to revisit the structure of a narrative.	Teacher and students compare the structure of <i>Piggybook</i> and <i>The Paper Bag Princess</i> .	Teacher focuses students on the possessive apostrophe 's'.	Teacher emphasises phrased and fluent reading while reading to students.	Teacher discusses text meaning and purpose with students using <i>John Brown, Rose and the Midnight Cat</i> .
Modelled reading	Teacher and students focus on proper nouns and pronouns in <i>The Paper Bag Princess</i> .	Teacher and students read <i>Piggybook</i> for specific information.	Teacher highlights the use of the possessive 's' in <i>The Paper Bag Princess</i> .	Teacher highlights the use of inverted commas in <i>Piggybook</i> .	Teacher models the phrased and fluent reading of <i>John Brown, Rose and the Midnight Cat</i> .
Reading activities	Students focus on nouns and pronouns in their own narratives from week 1.	Students explore the author's message in <i>Piggybook</i> .	Students work with activities using the possessive 's'.	Students practise reading their narratives in pairs.	Students read their narratives to students in another class.
Guided writing	Teacher and students prepare for writing narratives for students in another class.	Teacher identifies and models ways to resolve shared writing problems with students.	Teacher models the editing process using a copy of a student narrative.	Teacher highlights layout and publishing ideas with students using classroom picture books.	Teacher models to students how to record the understandings they have gained about narratives.
Independent writing	Students begin drafting a narrative based on what they have learned in Week 1.	Students continue writing their narratives.	Students continue to edit their narratives.	Students illustrate and publish their narratives.	Students write what they have learned about narratives during the unit.
Independent reading	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.
Guided reading	Teacher works with guided reading group 1.	Teacher works with guided reading group 2 and for a short time with group 1.	Teacher works with guided reading group 3 and for a short time with group 1.	Teacher works with guided reading group 4 and for a short time with group 1.	Teacher works with guided reading group 5 and for a short time with group 1.
Teacher reading	Teacher reads a narrative picture book.	<i>Piggybook</i> .	<i>Hansel and Gretel</i> .	Teacher reads a narrative picture book.	<i>John Brown, Rose and the Midnight Cat</i> .
Concluding the session	In groups students begin planning a dramatic performance of <i>The Paper Bag Princess</i> .	Students continue developing their group performance of <i>The Paper Bag Princess</i> .	Students continue developing their group performance of <i>The Paper Bag Princess</i> .	Two groups present their performance of <i>The Paper Bag Princess</i> .	Groups continue to present their performance of <i>The Paper Bag Princess</i> .

DAY 1

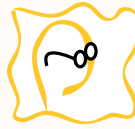
Preparing for day 1

- A class loan of picture books from the school library including a range of literary and factual texts.
- Two charts labelled:

Literar y	Factual

- Large pieces of chart paper with the following headings: Characters, Settings, Main Events, Resolution.
- Felt tipped pens.
- *The Enchanter's Daughter*.
- Copies of Worksheet 1 and Worksheet 2 (one for each student).
- Copies of the Independent Reading Record (one for each student).
- Copies of the Guided Reading Record (one for each student).
- Copies of an appropriate text for guided reading for Group 1.

Setting the scene



- Show students *The Enchanter's Daughter*, and explain that you will be reading this narrative picture book to them as a serialised story, over the next few days.
- Talk with students about picture books they have seen or read. Ask students to describe some of them.
- Talk briefly about the difference between texts that tell a story and those which provide information.

For information about literary and factual text types refer to pages 194-201, Choosing Literacy Strategies that Work Stage 2.

Modelled reading



- In the classroom, display the texts borrowed from the library as well as the texts you have collected for this unit. Show students the two charts you have prepared, labelled Literary and Factual.
- Ask students to suggest ways to identify whether a text is Literary or Factual. List their suggestions on the appropriate chart. Prompt student responses with questions like: 'What kinds of texts tell stories?', 'What kinds of texts can be imaginary?', 'What kinds of texts might use technical language?', 'What kinds of texts give information?'
- Read extracts from different texts to the class, to demonstrate the different characteristics of narrative and factual texts. Draw attention to relevant points and add these to the charts as well (eg Factual – has a Table of Contents, Literary – Characters are named).
- Introduce *The Paper Bag Princess*. Look at the cover (back and front), title and title page. Make predictions about the story.

As students focus on the purpose and features of different texts they are developing contextual understanding.

Reading activities



- Following on from modelled reading where the class group have made oral predictions about the story *The Paper Bag Princess* hand out Worksheet 1 and ask students to list their individual predictions.
- Then hand out Worksheet 2.
- Ask students to read a number of classroom texts in pairs.
- Ask them to enter the name of each book on Worksheet 2 under either the 'Literary' or 'Factual' heading.
- Bring the class together again and ask each pair to show one book and explain how they classified it and why.

Guided writing



- Together as a class group focus on one of the narrative picture books in the classroom. Look at the illustrations and encourage students to make generalisations about the characters, the setting, the main events which might be taking place and what might have happened at the end of the narrative. Show students the prepared pieces of chart paper (see *Preparing for day 1*). Characters, Settings, Main Events, Resolution.
- Choose a picture book. Read the text with students. Then together, begin to complete one of the large pieces of chart paper with the prepared headings, eg characters.

Students can engage in both independent reading and writing while the teacher is involved with guided reading group 1. Students will need to be set up for both activities before the teacher and group 1 begin guided reading.

Independent writing



- Divide the class into small groups of five or six. Allocate each group one of the large pieces of chart paper and a felt-tipped pen. Ask each group to choose a text from the class collection. Ask for a volunteer to read the text to the group.
- Ask each group to record information from the text they have chosen onto the chart paper just as they did in the guided writing session. Have group members take turns at completing the chart.
- Groups may repeat the process for more than one text if time permits.
- Ask students from each group to read their sheets to the class or attach these sheets to the wall for all to read.
- Explain to students that they will be writing illustrated narratives during the next two weeks and that these charts will be useful.

Independent reading



*Independent reading allows students to practise and integrate the skills and strategies they have learnt in modelled and guided reading. See *Independent reading in Teaching Reading: A K-6 Framework, page 39-42. Choosing Literacy Strategies that Work, Stage 2, page 92.**

- Make sure that students have access to a range of quality texts suitable for independent reading.
 - Ensure that each student is matched to an independent reading level.
- Establish with students that independent reading is a time for them to engage in an extended period of sustained, silent, uninterrupted private reading.
- Ensure that your students know how to select an independent reading text. (Independent texts need to be easier for students than their guided reading texts, that is, texts that students can read unassisted with 95% accuracy.)
- Provide an independent reading record sheet for each student. Demonstrate to students how they are to complete their independent reading record. Ask them to make the first entry on their sheet.
- Explain all classroom procedures for maintenance, storage and retrieval of independent reading records.
- While students are reading independently work with group 1 for guided reading.

DAY 1 (continued)

Guided reading

**Group 1****Orientation to the text**

- Re-read a previously read guided reading text.
- Introduce a new group text and discuss the title, cover and author.
- Activate student's background knowledge by jointly brainstorming what students know about the topic of the text.
- Focus on any potentially difficult or frequently occurring words.

Reading the text

- Invite students to read with you as you begin reading the text. Then ask each student to read from the text in turn. Support each student as they read. Reinforce phrased and fluent reading.
- Prompt students when they meet a word they don't know and hesitate or do not attempt the word. For example:
 - Allow time for students to work out the word (about 5 seconds)
 - Provide prompts which are appropriate depending on whether the student does not supply a word or whether the student attempts to work out the word but has problems in doing so, eg Say: 'Read that part again', 'What word would do you think would make sense?', 'What letter does the word start with?', 'What other letters can you see in the word?'
- Record information about student reading behaviours as they read. Focus particularly on what the student does to work out an unknown word.

Effective prompting reminds the student of knowledge and skills they can call on to tackle an unknown word. For more support with prompting see Choosing Literacy Strategies that Work Stage 2, page 147.

Working with the text

- Focus students on aspects of their guided reading texts highlighted in modelled reading, eg:
 - Ask students to identify the features that make their guided reading text a narrative.
 - Compare the features identified above with those listed on the chart that was compiled in modelled reading.
 - Use the illustrations in the text to make connections between print and illustrations and the way in which print and illustrations work together to make meaning.
- Focus students on aspects specific to their guided reading text, for example:
 - Have students retell the sequence of events that have taken place in their text.
 - Look for irregularly spelled words in the text like *come, are, yacht, laugh*. Encourage students to use 'whole word' identification for these. List on a chart or on cards. Read these words together from the chart or from individual cards.
 - Find words from the text that follow the CVC and the CCVC and CVCC patterns, eg *dog, frog, lamp*. Practise stretching these sounds out and blending them together to produce words. Display these on charts.

This activity focuses students on using the semantic information system as they take on the text-participant role.

This activity supports students in becoming more effective code-breakers.

Guided reading



After the guided reading

- Ask students to play word games with irregular words from the text that have been put onto cards.

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Concluding the session and teacher reading

- Begin reading *The Enchanter's Daughter* to the class. Ask questions, eg 'What do the illustrations tell you?', 'Why doesn't the Enchanter call his daughter by name?' and 'Will the Enchanter's Daughter's new books bring her happiness?'



Thinking about day 1: Reflection

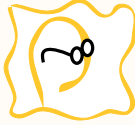
- Can students differentiate between literary and factual texts?
- Have you made a guided reading plan and arranged for multiple copies of guided reading texts for each group? (See Guided reading planning sheets.)
- Have you matched students to appropriate texts for independent reading?

DAY 2

Preparing for day 2

- A number of traditional tales with princesses, princes or dragons.
- An enlarged version of *The Paper Bag Princess* and multiple copies of the small version.
- Completed copies of Worksheet 1 from Day 1.
- Strips of paper on which students can record their retellings.
- Large pieces of chart paper, easel.
- Copies of the guided reading texts for groups 1 and 2.

Setting the scene



- Using completed copies of Worksheet 1 ask students to recall yesterday's predictions about *The Paper Bag Princess*.

You are helping to build students' contextual knowledge as you focus on what usually happens in this type of text.

- Show students the covers of a selection of traditional tales. Ask students about what usually happens in traditional tales about princes, princesses and dragons. Make some generalisations.

Modelled reading



- Using the enlarged version read *The Paper Bag Princess* to the class and encourage comments about how the characters are introduced, what their relationships to each other are, when and where in time the story is set, what happens to change the relationships between characters and how these changes are resolved in the narrative. As the events unfold comment on which predictions have been confirmed.

Through questioning students are learning to adopt the text-participant role as readers. Refer to Teaching Reading: A K-6 Framework, page 12-13.

Reading activities



- Students should work in pairs for this activity with a competent reader and writer working with a student who is less competent. Tell students that they will be preparing a retelling of *The Paper Bag Princess* in their own words. Provide strips of paper onto which students write the most significant events of the story. Have them sequence the strips to retell the story together.
- Have multiple copies of the small version of the text available for those students who would like to refer to it.
- Ask each pair of students to read their sequenced strips to another pair, then to modify information and add or subtract strips as necessary. Ask them to paste these strips onto chart paper. Place around the walls of the classroom for others to read.

Guided writing



- Tell students that they are going to plan their own narrative. They will need to consider whether they will write a variation on a traditional tale, eg *Snow White and the Seven Basketballers*, or invent a new narrative tale altogether.
- Demonstrate with students how to plan, record and sequence the events in a simple narrative on chart paper, eg:
- Identify with students the narrative's structure, that is, its orientation, complication, sequence of events and resolution.

Refer to Choosing Literacy Strategies that Work, Stage 2, pages 196-197.

My plan

Orientation

Complication/sequence of events

Resolution

Independent writing



Students can engage in both independent writing and independent reading while the teacher reads with guided reading groups 2 and 1. Students need to be set up for both activities before the teacher begins reading with group 2.

- Ask each student to write a plan for a narrative. Remind students they are not, at this stage, actually writing the text, just planning the structure of their story.

Independent reading



- Restate to students that the purpose of independent reading is for students to read their independent texts uninterrupted for a sustained period.
- Recall classroom procedures for independent reading.
- Ask if students have any questions or problems they may need solved or clarified about procedures.
- Ask students to read independently and to complete their Independent Reading Record sheet as appropriate.
- While students are reading take guided reading with group 2 and group 1.

Guided reading



Group 2 Orientation to the text

- Re-read a previously read guided reading text.
- Introduce a new group text and discuss the title, cover and author.
- Make predictions about the text
- Discuss the text's purpose and the text type.
- Focus on any potentially difficult or frequently occurring words.

The purpose of this part of the guided reading lesson is to scaffold readers in both the meaning and the language of the text. This will help them to activate all sources of information as they read.

Reading the text

- Ask each student to read in turn and support them as they read. Read with each student for a sentence or two to support them into the particular language flow of the text.
- Monitor students as they read. Listen for self-corrections that tell you whether the student is reading for meaning and monitoring their own reading strategies.
- Highlight particular reading strategies and demonstrate how to use these when reading, eg when a student thinks he/she has finally worked out a word that they have been puzzling over encourage him/her to re-read the whole sentence to hear the word in context before continuing to read.
- Pause frequently to discuss the text, comment on the illustrations and predict what might come next.

DAY 2 (continued)

Guided reading



continued...

Working with the text

- Focus students on issues in their texts that were highlighted in the day's modelled reading of *The Paper Bag Princess*, eg: Ask students:

How are these characters introduced?

What is their relationship to each other?

When and where is the story set?

What happens to change the relationships between characters?

How are these changes in relationships resolved in the narrative?

These questions encourage students in the group to take on the text-participant role.

- Focus students on aspects specific to their guided reading text, for example:
 - Develop students' literal comprehension of the text. Ask *who*, *what*, *where* and *when* questions. Extend this process by asking some inferential questions, that is, *What do you think is going to happen next? Why? How do you think ... feels now? Why?*
 - Pick out and read some two syllable words from the text, eg *daughter*. List these.
 - Ask students to clap the syllables in the words that have been chosen above.
 - Find words in the text that have double vowel sounds. Make a word bank of these, eg *book*, *feet*.

After the guided reading

- Using letter tiles ask students to make double vowel words from the list above.

This will give students the opportunity to use all four sources of information on a text that is familiar.

Group 1

Focus on reading

- Together with students read aloud whole text or part of text from day 1.

Revise known aspects of text

- Return to the irregularly spelt words on the chart from day 1. Ask students to read the words from the list and to find them in their own copy of the text.

Focus on conventions of print

- Focus on an aspect of punctuation such as full stops, question marks and inverted commas. Discuss their purpose and function. Read aloud sections of the text to students using voice intonation and pause appropriately to indicate the meaning of punctuation marks.

Refocus on whole text

- Together re-read sections of the text, using voice intonation and pause.

Concluding the session and teacher reading

- Ask a number of students to talk about their planned narrative to the class. Encourage other students to ask questions.
- Continue reading *The Enchanter's Daughter*.



Thinking about day 2: Reflection

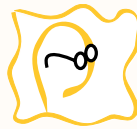
- Were students able to sequence the text of *The Paper Bag Princess*?
- Do students need any further support with the planning of their narrative?
- Is each student placed in the appropriate guided reading group?

DAY 3

Preparing for Day 3

- Copies of Worksheet 3.
- An enlarged version of *The Paper Bag Princess* and multiple copies of the small text versions.
- A selection of three or four traditional tales.
- A chart listing many of the verbs found in the text of *The Paper Bag Princess*, eg: smashed, burnt, carried, decided, chase, looked, wear, followed, was, left, came, took, banged, stuck, said, love, slammed, got, grabbed, go, breathed, fly, do, jumped, whispered, shouted, lifted, walked, opened, smell, wearing, dressed.
- Copies of guided reading texts for Group 3 and Group 1.

Setting the scene



- Recall and retell the main events of *The Paper Bag Princess*.
- Identify the book's **orientation** and then identify the point at which the lives of the characters are interrupted. Explain that this point creates the story's **complication**. Discuss the consequences of this initiating event and the sequence of events that follow. Look at how the story's events are resolved (**resolution**).

For more information about the staging of narratives see page 197, Choosing Literacy Strategies that Work Stage 2.

Modelled reading



- Explain to students that in this modelled reading session they will be focusing on the grammatical feature of verbs in the text.
- Using the enlarged text version, turn back to the first opening and ask students to focus on the word *lived*. Write it on the board. Identify what part of speech this word is (a verb) and what this type of word does: that is, it represents 'what is going on' in the world. Focus on past tense in narrative. Ask students if, by changing the ending of this verb, they can make another word (encourage them to suggest *lives, live, lived, living*). Write these on the board. Ask students to choose which, out of these words, tells that something happened in the past – or tells that the event has finished (*lived*).
- Turn to the page in the text which begins 'Elizabeth grabbed the knocker and banged on the door again.', near the middle of the book. Focus students' attention on the words *eat* and *eaten* and write these on the board. Ask students to identify the base word.
- Show students the chart listing verbs from the text (see preparing for day 3). Ask students to read the list as you point to them.

Reading activities



- Ask students to work in pairs or groups of three. Distribute copies of the text of *The Paper Bag Princess* so that groups can have access to a text when needed.
- Distribute copies of Worksheet 3. Ask students to:
 1. Write a verb on the top of Worksheet 3 from the class wallchart (see *Preparing for day 3*).
 2. Find this verb in the text and write the sentence in which it appears.
 3. Write down the base word.
 4. Think up as many variations of this word as they can. Write these down.
 5. Choose one of the variations of the verb and write it in a sentence.
- Ask students to repeat this process a number of times with different verbs from the chart.

In this activity you are helping students to build up grammatical knowledge which they use as readers.

DAY 3 (continued)

Reading activities



continued...

- Talk with the groups as they work, offering help where necessary.
- When groups have completed the task, help students to make generalisations about some of their words, i.e. some words are in the past, present or future tense. Together identify some rules when adding '-s', '-ing' and '-ed'. Note that some verbs are irregular, eg ate or eaten. Ask groups to display this work around the classroom.

For more support see *Choosing Literacy Strategies that Work, Stage 2, page 197.*

Guided writing



- Recall guided writing activities from day 2. Remind students of the staging of a narrative, ie orientation, complication, sequence of events and resolution.
- Explain that the class will jointly construct the orientation stage of a narrative. Re-read the first page of *The Paper Bag Princess*. Explain to students that the author of *The Paper Bag Princess* provides us with an orientation to the text by introducing readers to the two main characters and the situation in which these characters are placed.
- Read the first few sentences from another three or four traditional tales. Ask students to listen carefully to each one to identify the information given in the orientation. Recall and re-read the orientation from *The Enchanter's Daughter*.
- As a class jointly construct an orientation for a group narrative trying to build a visual picture for the reader by introducing and placing the narrative and its characters in space and time.

Independent writing



- Ask each student to write an orientation for their own narrative by referring to the plan they developed yesterday.

Students can engage in both independent writing and independent reading while the teacher reads with guided reading groups 3 and 1. Students need to be set up for both activities before the teacher begins reading with group 3.

See *Teaching Reading: A K-6 Framework, page 39-42. Choosing Literacy Strategies that Work, Stage 2, page 92.*

Independent reading



- Before beginning independent reading focus students on the last column of their Independent Reading Record sheet. Discuss with students how they might complete this section.
- Demonstrate to students how this column might be completed.
- Ask students to read independently and to fill in their Independent Reading Record as appropriate.

Guided reading



Group 3 Orientation to the text

- Re-read a page or two of a known text.
- Introduce the new group text. Discuss and predict from the title and cover.
- Chart what students know about the topic of their text.
- Focus on any potentially difficult or frequently occurring topic words.

What we know

-
-
-
-
-

Reading the text

- Have students read together for a short time and then in turn. Support each student as they read.
- Record information about student reading behaviours as they read.
- Monitor students closely as they read. If students miscue but continue reading stop them at an appropriate point and ask them to verbalise the processes that they were using to work out the word. If the strategies were successful affirm and reinforce this with the group. If the strategies were unsuccessful demonstrate appropriate strategies, for example, ask 'Can you sound it out?', 'What is the first letter? Do you know any other letters?' (graphological); 'Read the sentence. Does it make sense?' (semantic).

Monitoring and scaffolding students as they read encourages them to access and integrate information from all four sources fluently and continually as they read.

Working with the text

- Focus students on aspects of their texts highlighted in modelled reading, eg:
 - Ask students to find past tense verbs in their text. List these on a class chart. Read the list together.
- Focus students on aspects specific to their text, for example:
 - Through questioning, ask students to identify the connections between events, characters and ideas in the text, eg *How does Character A feel about Character B?*
 - On a photocopy of a page of the text ask students to use highlighter pens to identify the verbs in the sentences.
 - In another colour identify 'who' performed the action (subject).
- Talk with students about subjects and verbs in a text (ie 'who' does, says, thinks 'what').

After the guided reading

- Use letter tiles and magnetic letters to make past tense verbs from the list above and then read the words. Students could do this in pairs and take turns with one student making a word and the other reading it.

DAY 3 (continued)

Guided reading


Group 1
Focus on reading

continued...

- Together with students retell the text.

Revise known aspects of text

- Revisit full stops, question marks and inverted commas from day 2.

Focus on sounds, letters and words

- Look for examples of long vowel sounds in the text (ie a...e, i...e).
- Begin a list of words with long vowel sounds. Ask students to suggest more words and to spell them aloud with you as you write them on the list.
- Practise saying the words on the list.

Refocus on whole text

- Students re-read a familiar guided reading text.

Concluding the session
and teacher reading

- Invite a number of students to read their draft orientation to the class. Ask others to respond to these attempts. Support student attempts with comments and suggestions.
- Finish reading *The Enchanter's Daughter*.


Thinking about day 3:
Reflection

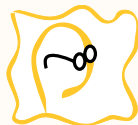
- Are students beginning to understand how verbs work to make meaning in text?
- Were students able to identify base words in the activity focused on verbs?
- Were students able to construct successful orientations to their narratives?
- Is the class purposefully engaged while you are working with the guided reading groups?

DAY 4

Preparing for day 4

- *The Enchanter's Daughter*.
- The enlarged version of *The Paper Bag Princess*.
- The class jointly constructed orientation written during day 3.
- Copies of guided reading texts for group 4 and group 1.
- Chart paper, felt-tipped pens.

Setting the scene



- Tell students that this lesson will focus on characters in *The Paper Bag Princess* and the words used to describe these characters.
- Re-read parts of *The Enchanter's Daughter* in which characters are described.
- Ask students to put their hands up when they hear words which describe the Enchanter's Daughter. List these words on one side of the board or on chart paper.
- Look at the illustration of the Enchanter's daughter. Ask students to suggest additional descriptive words, based on the illustrations. Also write these on the board or chart paper.

Modelled reading



- Now focus on *The Paper Bag Princess*. Write the words Princess, Prince and Dragon across the top of the board or on chart paper. Based on the illustrations in *The Paper Bag Princess* have students suggest words which describe the three characters. Explain that these words are adjectives. Demonstrate how some adjectives may be joined by a hyphen, to add another dimension to the description, eg fire-breathing, sleepy-eyed dragon.
- List these adjectives under the name of each character.
- Demonstrate orally to students how to use adjectives in sentences to describe the characters.

In modelled reading and the reading activity students are shown how adjectives are used to add meaning to the text. This activity can also be used to build students' vocabulary by introducing them to new words used to describe characters.

Reading activities



- Have students work in pairs. Ask each pair to choose a character from *The Paper Bag Princess*, read the descriptive words listed about their character on the board, and then write a short character description. Encourage students to describe what their character looks like, sounds like, smells or feels like and their personality.
- Ask students to read their character descriptions and make decisions about whether they need to add or delete any information. Encourage students to ask whether the description gives a full picture of the character they have chosen to describe.
- These character descriptions can then be edited, published and illustrated.
- When students complete this task they could display their character profiles and then commence independent reading.

DAY 4 (continued)

Guided writing



- Invite students to read aloud the orientation written yesterday by the whole class.
- Re-read *The Paper Bag Princess* from the beginning, asking students to identify the point at which the lives of the characters and the story are interrupted.
- Explain to students that this point in the story creates the initiating complication. Discuss with students what sequence of events is set off by this complication. Continue to read the story until the sequence of events is brought to a close and the events caused by the complication are eventually resolved.
- Now decide on a complication for the whole class orientation developed yesterday. Write the complication and sequence of events together.

Students can engage in both independent writing and independent reading tasks while the teacher reads with guided reading groups 4 and 1. Students will need to be set up for both activities before the teacher begins working with group 4.

- Ask students to write their own complication and series of events continuing on with the orientations written yesterday.

Independent writing



Independent reading



- Ask students to read independently.
- Monitor their independent reading and record keeping.
- Commend students on the positive way in which they have been carrying out independent reading.

See Teaching Reading: A K-6 Framework, page 39-42. Choosing Literacy Strategies that Work, Stage 2, page 92.

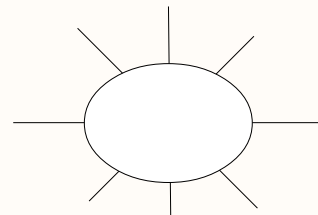
Guided reading



Group 4

Orientation to the text

- Introduce the new group text. Discuss the title, cover and author.
- Discuss what the text might be about.
- Record the students' predictions about the text on a concept map.
- Focus students' attention on key words that they may encounter in the text.



Reading the text

- Read the introductory sections of the text together and then ask students to read to each other in pairs.
- Focus closely on each pair of students as they read to each other.
- Strengthen students' use of sources of information by alerting them to strategies they may not currently be using, eg 'Are there any smaller sight words inside the bigger words that you are trying to work out that might help you?' (graphological information).
- Pause to discuss events, characters, information and illustrations, eg ask 'Whose point of view is this text written from?'

Guided reading



Working with the text

continued...

- Focus students on aspects of their texts highlighted in modelled reading, eg:
 - Ask students to find adjectives in their text as they did in *The Paper Bag Princess*.
 - Ask students to identify the characters in the text. List these names as headings and then ask students to find adjectives in the text and list them under the name of the character.
- Focus students on aspects specific to their guided reading text, for example:
 - Ask students to focus further on the language of character construction in their text with questions like:
 - What kinds of characters are the ones that feature in the text?*
 - How did you develop the impressions you have about these characters? (Was it from what the author said about them, or from what the author had them do – or both?)*
 - What language did the author use that allowed you to develop these impressions?*
 - Together take one of the characters in the text and identify and then organise the actions of this character on a timeline.

After the guided reading

- In pairs complete a similar timeline for another character.

Group 1

Focus on reading

- Select a part of this week's text and demonstrate how to read it in a phrased and fluent way.
- Ask students to practise reading with you.

Phrased and fluent reading is an important skill which helps students to hear the flow of the language and predict what is likely to come next. It should be practised often, particularly by students in group 1.

Revise known aspects of text

- Revisit word lists compiled on day 3. Practise reading these words.

Focus on spelling/writing strategies

- Ask students to take one long vowel pattern (eg ...a...e) and to see how many words they can write using that pattern (eg cake, mate, safe, game).
- Ask students to share their words with the group.

Refocus on whole text

- Ask students to re-read the text in pairs, practising phrased and fluent reading.

Concluding the session and teacher reading

- Invite some students to read their narratives thus far to the whole class.
- Encourage students to discuss and respond freely to *The Enchanter's Daughter*.



Thinking about day 4: Reflection

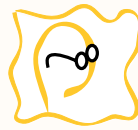
- Are students beginning to understand more about the purpose and structure of narratives?
- Have you made notes to assist you in planning future guided reading for groups 1, 2, 3, and 4?

DAY 5

Preparing for day 5

- The enlarged version of *The Paper Bag Princess*.
- Copies of guided reading texts for Group 5 and Group 1.

Setting the scene



- Explain to students that during this session they will be learning how to prepare and deliver a short oral response to a narrative.

Modelled reading



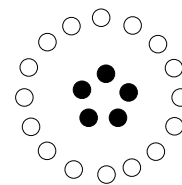
- Explain to students that together they will be outlining the main events in *The Paper Bag Princess*.
- Revisit the enlarged text to identify the main events.
- List these events in point form on the chalkboard.
- Explore strategies that students could use to assist them in their oral delivery, eg show students how to put points briefly on palm cards, demonstrate how to deliver a point from the palm card orally.
- Invite one or two students to try these techniques in front of the class.

Reading activities

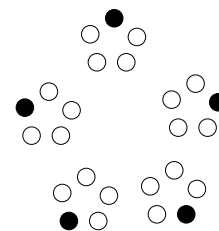


- Have each student spend ten to fifteen minutes preparing a brief outline of events using one of the narrative picture books they have been exploring earlier in the week. Ask students to use their palm cards to assist their oral presentation.
- When students are ready arrange the class in a large circle and select a small group of four or five to sit facing each other, in the centre. Have each small group member share their oral response with the others.
- Ask the larger circle to observe the interaction between members of the smaller group.
- Have each member of the smaller group form a new group with three or four other class members and repeat the procedure.

Step 1:
Class watches while a small group models the group discussion technique.



Step 2:
Each original group member leads a new group.



Guided writing



- Read or display on the overhead transparency some examples of students' work that demonstrates a successfully written orientation, complication and sequence of events from work done on Days 3 and 4. Ask students to identify where the complications begin and where the unfolding sequence of events can be found. Ask students to suggest how complications in these texts could be resolved.
- Ask students to work in pairs to tell a partner how they will resolve their narratives.

Students can engage in both independent writing and independent reading while the teacher reads with guided reading groups 5 and 1. Students need to be set up for both activities before the teacher begins guided reading with group 5.

Students should be encouraged to publish their writing using the computer.

Independent writing



- Ask all students to complete their narrative independently. Remind students to re-read their narrative to check that the whole text makes sense. Read it to a classmate. Students can then proofread, edit, publish and illustrate their narratives.

Independent reading



- Ask students to read independently.
- Monitor their independent reading and record keeping.

Group 5 Orientation to the text

- Introduce the new group text.
- Focus on the title, cover, author, graphics and encourage students to activate their background knowledge about what the text might be about.
- Discuss the text's purpose and the text type.
- Focus on any unfamiliar words. Ask students to identify these. Explore their possible meanings.

Guided reading



DAY 5 (continued)

Guided reading



continued...

Reading the text

- Ask all students to begin reading the text silently.
- Then ask each student to read a section of the text in turn. Support each student as they read. Reinforce phrased and fluent reading.
- Encourage students to talk about the strategies he/she has used to work out words, eg say ‘Well done! How did you work out what that word was?’. Provide constructive feedback regarding the use of strategies by the student, eg ‘Well done, you worked out that word by ...’
- Record information about student reading behaviours as they read.
- While reading pause to discuss events, characters, information and illustrations.
- Ask which character does the author think is most important? Do you think the author cares about how each character feels?

Working with the text

- When students have all read and discussed aspects of the text extend questions and discussion. Ask questions like:
 - *How does the author want you to feel?*
 - *What is your opinion about...?*
 - *Do you have an alternative point of view about...?*

When considering answers to these questions readers are developing the roles of text-analysts.

After the guided reading

- Ask students to re-read the text silently with the previous questions about point of view as a focus.

Group 1

Revise known aspects of text

- Revisit words with long vowel patterns (eg ...a...e) highlighted on day 4.

Focus on text meaning

- Further explore the literal and inferential meaning of the week’s text. Ask *who, what, when* and *why* questions about the text.

Exploring the literal and inferential meaning of the text assists students to take on the text-participant role.

Refocus on whole text

- Together re-read the whole text or sections of the text.

Students in group 1 will need many opportunities to experience success as readers. Re-reading familiar text helps to provide this success.

Concluding the session and teacher reading



- Read a student narrative to the class.

Thinking about day 5: Reflection

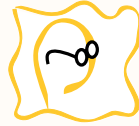
- Were guided reading texts at an appropriate instructional level? Do you need to seek more support with text matching? (See *Choosing Literacy Strategies that Work, Vol 1*, page 125 and *Teaching Reading: A K-6 Framework*, pages 60-64.)
- Are you able to have a quality, uninterrupted guided reading time or will you need to alter the session's organisation?
- Have students been able to structure their narratives to demonstrate understanding about orientation, complication and resolution?

DAY 6

Preparing for day 6

- Multiple copies of *The Paper Bag Princess*.
- The enlarged copy of *The Paper Bag Princess*.
- The text from the first two pages of *The Paper Bag Princess* on an overhead transparency.
- Students' narratives from Week 1.
- Photocopies of each student's narrative from Week 1.
- Copies of appropriate guided reading texts for Group 1.

Setting the scene



- Re-read *The Paper Bag Princess* using the enlarged version and with students joining in.
- Tell students that today and throughout the week the class will be revising the way in which narratives work and exploring specific aspects of the structure of narratives in reading and writing time.

Modelled reading



- Recall the general narrative structure of *The Paper Bag Princess*.
- Ask one student to read the text of the first two pages of *The Paper Bag Princess* on the overhead transparency (see *Preparing for day 6*).
- Have students identify the words that the author has used to avoid repeating the names of the characters over and over again, eg 'Elizabeth was a beautiful princess. She lived in a castle and had expensive princess clothes. She was going to marry a prince named Ronald. Unfortunately, a dragon smashed her castle, burnt all her clothes with his fiery breath and carried off Prince Ronald.' Use different coloured pens to circle the words which create a reference link between proper nouns and pronouns.

You may want to list them, eg Elizabeth – she, she, her, her; Dragon – his. Refer to Choosing Literacy Strategies that Work, Vol. 1, page 174

Reading activities



- Distribute to each student a photocopy of his/her Week 1 narrative.
- In pairs have students read their narratives from Week 1 to each other.
- Have students work in pairs on their narrative, with highlighting pens. Ask them to locate the pronouns that link with each character. Use a different coloured pen for each different character. Ask them to read their work critically. Is the meaning clear? Have they used pronouns too often? Have they repeated a character's name too often where a pronoun would have been more appropriate?
- Assist pairs as they identify these reference links.
- Ask students to re-read their texts. Do they sound better? Is the meaning clearer?

Guided writing



- Tell students that this week they will have the opportunity to write another narrative to put into place the understandings and ideas that they have gained about narratives in Week 1.
- Suggest to students that they could write a story for students in a younger class.
- Negotiate this with the other class.
- Briefly revisit the staging of a narrative from Week 1.

Independent writing



- Ask students to begin writing a new narrative independently. Remind them to incorporate the successful strategies developed during days 1-5. Direct them to classroom charts and models developed in Week 1.
- Tell students they will have three or four days to complete their narrative.

Students can engage in both independent writing and independent reading while the teacher reads with guided reading group 1. Students will need to be set up for both activities before the teacher and group 1 begin guided reading.

Independent reading



- Ask students to read independently. Restate to students that the purpose of independent reading is for students to read their independent text uninterrupted for a sustained period.
- At the conclusion of independent reading ask students to take out their independent reading texts and their independent reading record sheet. Do a quick check that record keeping is accurate and well-understood.
- Ask some students to share the comment section of their Independent Reading Record with the class group.

Guided reading



Group 1 Orientation to the text

- Distribute a new group text. Talk about the title and predict what the text might be about.
- Introduce the book and focus on any potentially difficult or unfamiliar vocabulary or language structures.
- Prepare students for the reading process. Ask ‘What will you do when you come to a word you don’t know?’

For more information about how to help students use the four sources of information see Choosing Literacy Strategies That Work, page 139.

Reading the text

- Read the text together stopping at relevant points to talk about setting, plot and characters with questions like ‘What do you think will happen next?’, ‘Where is this story taking place?’, ‘How do you think feels now?’
- Go back to the beginning of the text and ask students to read the text in turn.
- Prompt students when they become blocked while reading, eg ‘Read that part again’, ‘What does the word start with?’, ‘What other sounds can you see?’, ‘What word would make sense?’
- Record information about student reading behaviours on the Guided Reading Record.

With these questions you are helping students to take on the text-participant role while reading.

DAY 6 (continued)

Guided reading



continued...

Working with the text

- Focus students on aspects of their texts highlighted in modelled reading, eg:
 - Identify the main character in the text.
 - Then as a group track the pronouns used in the text to refer to the main character.
 - Discuss the use and purpose of pronouns.
- Focus students on aspects specific to this text, for example:
 - Put two or three sentences from the text onto cards.
 - Cut up these sentences.
 - Have students as a group reassemble the sentences in correct word order.
 - When the sentences have been reconstructed read them aloud together.
 - Track the sentence with a finger while reading.
 - Monitor this process, prompting students as they encounter difficulty.
 - Swap two words while students cover their eyes, then ask them to work out which words have been swapped.
 - Encourage, model and reinforce the use of all four sources of information while reading. Tell students that the word should make sense and that the first sound usually helps to work out a word. Once students use the initial sound they need to also use their knowledge of other letter sound correspondences and blends to work on the whole word. Students also need prompting to activate their semantic and grammatical knowledge. Does it make sense? What sort of word would sound right here?

This activity will help develop students' grammatical knowledge by focusing on word order in sentences. They use this knowledge when trying to work out an unknown word.

After the guided reading

- Ask students to work in pairs to reassemble today's cut up sentences before writing them down on a chalkboard or paper.

Concluding the session and teacher reading



- Divide students into small groups of about six to start planning a dramatic presentation of *The Paper Bag Princess*.
- Using a small copy of *The Paper Bag Princess* ask each group to negotiate the characters and about three narrators to perform the text. Discuss how the performance can be enhanced by the addition of sound effects, use of expression and music.
- Read a narrative picture book from the class collection.

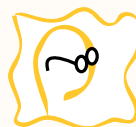
Thinking about day 6:
Reflection

- Are students transferring knowledge gained during modelled reading and guided reading to their independent reading and writing? How do you know?
- Are students increasingly able to self-correct when reading? Can you identify which strategies students are using to self-correct during guided reading? For more support with identification or prompting consult *Choosing Literacy Strategies that Work, Vol 1*, page 132.

Preparing for day 7

- Copies of Worksheet 4 and Worksheet 5.
- *The Paper Bag Princess*.
- Multiple copies of *Piggybook*.
- A number of large sheets of chart paper each labelled 'Orientation', 'Complication', 'Sequence of events' and 'Resolution'.
- Guided reading texts for Group 2 and Group 1.
- Group 1 cut-up sentences from day 6.

Setting the scene and teacher reading



- Read *Piggybook* to the class.
- Encourage students to respond and react freely to the text.
- Then ask students to identify any similarities between the way *Piggybook* and *The Paper Bag Princess* are structured.

In this activity students are acting as text-users as they use the text to search for information and to interact with others.

Modelled reading



- Ask questions which require students to search the text for information, eg who, what, where, when questions – *Where did the Piggott family live?*
- Ask questions which require students to think about the characters and events, eg *Why did Ms Piggott leave? Why did she come back?* Ask students to explain their answers.
- Read together sections of the text that provide information that may help to answer these questions.

Reading activities



During these activities students are taking on a range of reader roles: Text-participant, text-user and text-analyst. Refer to Teaching Reading: A K-6 Framework, pages 12-13.

- In small groups, have students discuss why they feel the author chose to portray the characters as pigs.
- Distribute a small copy of *Piggybook* and a copy of Worksheet 4 to each group.
- Have groups record all information that is carried in the written and visual text about pigs onto Worksheet 4.
- Distribute Worksheet 5 and ask groups to use it to record what they think the author feels about families and the different roles people have or take on within families.
- Move amongst the groups, talking with students about their understandings.
- Bring the class together to discuss their findings and talk about the author's message.
- Display these group responses.

Students are beginning to understand how the author's choices of words and illustrations contribute to the way the text portrays particular social groups – the text-analyst role.

Guided writing



- Check that students are clear about their writing focus for the rest of the week. Tell them that their stories need to be completed by Thursday in order to share with another class on Friday.
- Check that all students are well underway with their narratives.
- Select one or two students to read their texts from yesterday. Invite responses.

DAY 7 (continued)

Independent writing



- Ask students to continue the independent writing of their narrative. Encourage students to have their first drafts ready for editing tomorrow.

Students can engage in both independent writing and independent reading while the teacher reads with guided reading groups 2 and 1. Students will need to be set up for both activities before the teacher and group 2 begin guided reading.

Students may need extra time either at school or at home to complete this task.

- From roving observations draw attention to any shared issues that may be problematic. Model, demonstrate, explain or reinforce particular aspects to the group, eg capitalisation, direct speech, resolving the narrative.

Independent reading



- Ask students to read independently.
- Commend students on the positive ways in which they are carrying out independent reading.
- At the conclusion of independent reading ask students to share the titles of the books that they are currently reading.
- Invite responses from students.
- Comment on common themes regarding subjects, interests etc.
- Promote, make suggestions and guide student selections.

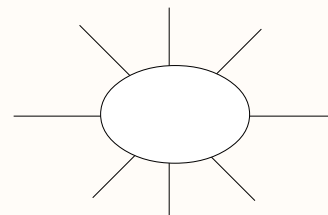
Guided reading



Group 2 Orientation to the text

- Introduce the text and discuss the title.

- Encourage students to activate their background knowledge by asking questions like ‘What do we already know about this topic?’
- Scribe these responses on a semantic map. Read them together.



Reading the text

- Read the introductory sections of the text to the group, modelling phrased and fluent reading.
- Ask students to continue reading sections of the text in turn.
- At a relevant point focus on student self-corrections. Ask students to tell the group about strategies used for self-correction. Ask ‘How did you know to change that word?’, ‘Why did you change that word for another?’
- Pause also to discuss events, characters, information and illustrations.

Guided reading

Working with the text



continued...

- Focus students on aspects in their texts highlighted in modelled reading, eg:
 - Ask who, what, where and when questions about characters and events in the guided reading text. Encourage students to search the text for the information needed.

- Focus students on aspects specific to this text, for example:
 - Discuss with students the use of punctuation markers in the text, particularly full stops, question marks and inverted commas.
 - Model for students how the reader's voice indicates punctuation markers, eg pause at full stops, raise voice at question marks, try to sound like a character talking when text is inside inverted commas.
 - While the teacher or a student is reading the text ask the rest of the group to track the text with a finger and clap when they encounter a full stop, question mark or inverted commas.

After the guided reading

- Continue doing the above activities in pairs.
- Encourage students to take the text home to read to parents.

Group 1

Focus on reading

- With students read aloud whole or part of the text from day 6.

Revise known aspects of text

- Revise word order in sentences from day 6, by returning to the cut-up sentences. After reassembling the sentences, remove one word and ask students to supply an alternative that would make sense and would sound right.

Focus on conventions of print

- Draw students' attention to full stops and questions marks.
- Discuss the way in which full stops and question marks function.
- Practise using voice intonation to pause at full stops and to indicate questions.

Refocus on whole text

- Together re-read the whole text or sections of the text, practising intonation to mark full stops and question marks.

Concluding the session

- Ask students to return to their groups of six to continue developing their performance of *The Paper Bag Princess* for presentation to the whole class on Thursday and Friday (days 9 and 10).



Thinking about day 7: Reflection

- Did students effectively use the illustrations in the picture books to help gain and expand meaning?
- How are you helping students to take on the four reader roles in modelled and guided reading?

DAY 8

Preparing for day 8

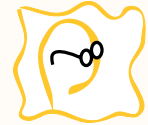
- Plastic clothes pegs, felt pens, blank cards.
- Cards prepared with possessive word groups without the apostrophes, eg a boys name
Write the correct version on the back of each card.
- An enlarged copy of *The Paper Bag Princess* and a copy of *Hansel and Gretel*.
- Photocopies of pages from narrative texts used in the unit where the apostrophes have been removed, eg from *The Enchanter's Daughter*.
- An overhead transparency of a student's narrative.

Teacher reading



- Read a new narrative picture book to the class, for example, *Hansel and Gretel*. Encourage students to respond freely to the text and its illustrations.

Setting the scene



- Tell students that during this session they will be specifically focussing on the use of the possessive apostrophe 's'.

Modelled reading and reading activities



- Using the enlarged text of *The Paper Bag Princess* highlight the use of the possessive 's'. Discuss the placement of the apostrophe, particularly when the word is plural, eg *horses' bones*.



- Show the cards without the apostrophes and display them on the board ledge, eg:
 - a boys name
 - my sisters cat
 - the young mans hair
 - the girls schoolbags
 - the princesses shoes.

- Ask students to decide who owns the item or items. Using a coloured peg as an 'apostrophe' show students how to place the apostrophe immediately after the owner or owners of the item (either before or after the final 's'), eg:

a boys [┆]name

the princesses [┆]shoes

- Take the pegs off and ask individual students to replace them in the right place. Ask the class if they agree with the placement and to explain why.
- Place the cards in a box, with enough pegs for each card. Students can use the cards to play games.
- Distribute photocopied pages of texts where apostrophes have been removed (see *Preparing for day 7*).
- In pairs have students read texts together and insert apostrophes where appropriate. Discuss and justify the placement of apostrophes to each other.
- Bring the class back together and check each pair's work.

Guided writing



- Focus students on the editing process.
- Remind them that once their draft narratives have been completed they are responsible for editing their own narratives.
- Model the editing process with students using a copy of a completed student narrative that has been made into an overhead transparency.
- Encourage students to read their texts for meaning and structure and then to proofread and edit for more specific issues like spelling and punctuation.

Students can engage in both independent writing and independent reading while the teacher reads with guided reading groups 3 and 1. Students need to be set up for both activities before the teacher begins guided reading with group 3.

- Ask students to edit their narratives as thoroughly as they can and then to share and discuss their texts with another student who has also completed the editing process.
- Confer with students needing individual support.

Independent writing



Independent reading



- Ask students to read independently.
- Commend students on the positive aspects of their independent reading.

See Teaching Reading: A K-6 Framework, page 39-42. Choosing Literacy Strategies that Work, Stage 2, page 92.

- At the conclusion of independent reading ask students to share the names of the authors of the books they are currently reading.
- Invite responses from students about their preference for particular authors.
- Comment on other books by the same authors.
- Guide student selection by promoting particular texts and authors.

DAY 8 (continued)

Guided reading



Group 3 Orientation to the text

- Distribute individual copies of a new group text and focus on the title and any pictures on the cover. Ask students to make predictions about the text's meaning.
- Encourage students to draw on their own experiences to make predictions about the text.
- Identify any new high frequency words that students will encounter in the text. Write them on the board and discuss.

Reading the text

- Read the introductory section of the text while students follow on their own copy. Use an oral cloze technique while reading to students and encourage them to provide the appropriate word when omissions are made.
- Ask students to continue reading the text in turn.
- Monitor their reading as students read to the group. Record observations on the Guided Reading Record.

This activity assists students to monitor the meaning and the language of the text in order to be ready to supply the omitted word. It also encourages rapid word identification of the omitted word.

Working with the text

- Focus students on aspects of their text highlighted in modelled reading, eg:
 - Look in the text for examples of the use of the possessive 's'.
 - List these words on cards as they occur. Add them to the box of cards used in modelled reading and reading activities.
 - Revise the use and placement of the apostrophe when the word is plural. Demonstrate correct usage of the possessive 's' using pegs.
- Focus students on aspects specific to their guided reading text, for example:
 - With students list the main events in their text. Together with students chart these events in the text using a flow chart.

After the guided reading

- In pairs ask students to retell the story of their text to their partner but in a way that events are projected further into the future.

Guided reading



continued...

Group 1 Focus on reading

- Ask students to assist you in retelling their guided reading text. Write each main event on the board as it is retold. Re-read the main events together.

Revise known aspects of text

- Revisit full stops and question marks highlighted in the lesson on day 7.

Focus on sounds, letters and words

- Pick out, write down and have students read multi-syllable words chosen directly from the text.
- Clap the syllables in these words as they are read.
- Assist students to use syllables to break up a word to assist pronunciation.

Refocus on whole text

- Together re-read the whole text or sections of the text.

Concluding the session

- Remind the whole class group that all students need to have their draft writing ready to publish in tomorrow's writing session.
- Encourage students to complete the editing of their draft at home if they have not already done so.
- Discuss and explore with students ways to publish their narratives.
- Ask students to return to their groups of six to continue developing their performances *The Paper Bag Princess* for dramatic presentation to the whole class on Thursday and Friday (Days 9 and 10).



Thinking about day 8: Reflection

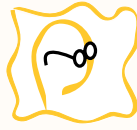
- Have you found the guided reading planning sheets useful or do you need to design a format for planning guided reading activities that are specifically tailored to your own purposes?
- Are students' narratives well-developed?
- Do you need to plan more learning experiences around narrative texts?

DAY 9

Preparing for day 9

- A new picture book of your choice.
- A tape recorder.
- A commercially produced taped story, read with lots of expression.
- *Piggybook* and *The Paper Bag Princess*.
- Copies of a page from *Piggybook* with the inverted commas removed. (Page beginning with “Hurry up with the breakfast dear.”)
- Guided reading text for Group 4 and Group 1.

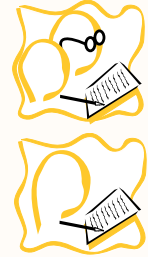
Setting the scene and teacher reading



- Introduce and read a new picture book.
- Model expressive, meaningful reading to the students.

Guided and independent writing

- Spend time looking through a few different picture books. Draw students' attention to the publishing and layout details. Look closely at what links the



illustrations within a particular book (eg one book may have the same coloured background in each illustration, another's illustrations may be collage, yet another may have black and white illustrations).

- Ask students to consider what layout and publishing techniques will add meaning to their text and make it interesting to read.
- Ask students to commence publishing their narrative. Students should be encouraged to use word processors wherever possible.

Students who do not finish their publishing in class time should complete it in spare time and at home before tomorrow's presentation.

Modelled reading



- Revisit the picture books *Piggybook* and *The Paper Bag Princess*.
- Show students a copy of some of the text from *Piggybook* without the inverted commas, eg the double page beginning 'Hurry up with the breakfast dear'. Ask the students to read it with you. Ask them 'What is missing from this text?', 'Why is it difficult to make sense?'
- Show students a page from the enlarged text of *The Paper Bag Princess*. Point out the inverted commas in the text.
- Highlight for students how much information is carried in the inverted commas.
- Read a section of the new picture book read to the students at the beginning of the session, with no expression. Then read another section with expression. Ask students to identify what you did to make the second half of the book more interesting (eg changed tone of voice, changed volume, changed pace, took note of inverted commas).
- If possible play the students a tape of an expressive reading of a text (see *Preparing for day 9*).
- Explain to students that when they visit a younger class tomorrow to share their narratives, they will not just be showing their text, but reading it as expressively as possible.

Reading activities



- In pairs ask students to practise reading their narratives to each other. Encourage them to offer each other suggestions and to practise reading their texts a number of times until they are confident that they are reading fluently and meaningfully.

Students can engage in reading activities, independent reading or independent writing while the teacher reads with guided reading groups 4 and 1. Students will need to be set up with these activities before the teacher begins guided reading with group 4.

Independent reading



- Ask students to read independently.
- At the conclusion of independent reading ask students to get out their Independent Reading Records and focus them on the date started and date finished columns.
- Explain the significance of these columns as an indication of how long a student spends on a particular text. Help some students set individual targets for pacing themselves through their independent text.

Build independent reading time into homework tasks. Reinforce the same principles for independent reading at home. Communicate this to parents. Suggest the setting aside of uninterrupted independent reading time at home.

Guided reading



Group 4 Orientation to the text

- Introduce the text and discuss the title and the illustrations to assist students to predict text meaning.
- Activate field knowledge by discussing what students know about the topic of the text before reading it.
- Focus on the meanings of new words students will encounter in the text.

Reading the text

- Ask students to read the text silently.
- When finished ask students to discuss what they have read. Ask how the text related to their prior knowledge.
- Then have each student read in turn. Give students time to self-correct as they read. If they are having difficulty reading particular words or self-correcting, prompt students to use one or more of the following strategies:
 - re-read
 - look at the illustrations
 - use analogy (Do you know a word something like this one?)
 - read to the end of the sentence
 - sound out the word
 - find parts or chunks of words by breaking them into syllables.

When students consider these types of questions they are learning to act as text-participants.

DAY 9 (continued)

Guided reading



continued...

Working with the text

- Focus students on aspects of their texts highlighted in modelled reading, eg:
 - Explain and demonstrate the meaning of punctuation markers in the text, that is, full stops, question marks, and inverted commas. Particularly focus on inverted commas.
 - Have students read their text aloud together using their voice and intonation patterns to indicate meaning.
- Focus students on aspects specific to their text, for example:
 - Write two or three sentences from the text on the board, leaving out several words.
 - Ask students to read the text with you to work out what each word might be. Remind them to think about what would make sense and what would fit the grammar of the sentence. (This will require them to call on their semantic and grammatical knowledge.) Write in the first letter of the correct word, then each following letter in turn. (This will activate students' graphological-phonological knowledge.)

After the guided reading

- Ask students to read the text to each other practising appropriate pause, emphasis and intonation.

Group 1

Focus on reading

- Ask students to read aloud a previously known text together.

Revise known aspects of text

- Revisit multi-syllable words highlighted on day 8.

Focus on spelling/writing strategies

- Focus on the spelling of the above multi-syllable words.
- Encourage students to find small words that they can already spell in the larger words.

Refocus on whole text

- Ask students to read sections of a previous guided text to each other in pairs.

Concluding the session

- Reinforce with students that they have been through a process of creating a narrative.
- Reflect on new understandings gained.
- Choose two groups to perform their presentation of *The Paper Bag Princess* for the class.

Thinking about day 9:
Reflection

- Have students been able to internalise the structure of a narrative and draft, edit and publish their work within the timeframe organised?
- What aspects of the text construction and writing process do students need more support with?
- Consider the role of teacher modelling in setting students up for success in writing.

Preparing for day 10

- *John Brown, Rose and the Midnight Cat.*
- Students' completed narratives.
- Guided reading texts for Group 5 and Group 1.

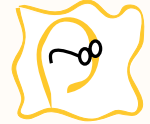
This text provides an excellent opportunity to develop the text-participant and text-analyst role.

Teacher reading



- Read the narrative picture book *John Brown, Rose and the Midnight Cat.*

Setting the scene



- Talk to students about the meaning of the text and about the author's purpose in writing the text. Focus students on considering how the author is positioning them as readers, eg *What do you think the author wants you to feel about the actions of the Midnight Cat?*

Modelled reading



- Re-read *John Brown, Rose and the Midnight Cat* to students modelling and drawing attention to phrased, fluent and expressive reading.
- Explain to students that during reading activities today that they too will be reading their narratives to students in another class and that phrased, fluent and expressive reading will be important.

Reading activities



- Ask students to prepare the narrative texts they have written during the unit for reading to students in another class.
- Allow students to practise reading their narratives aloud to a partner one more time before taking them to another class.
- Read narratives to students in a younger class, with the emphasis on phrased, fluent and expressive reading. Stress with younger students the need to be settled and responsive listeners.

Guided writing



- Through questioning recap with students the key issues about narratives explored throughout the unit.
- Model to students the way in which they can record the information they have gained about narratives.

Students can engage in both independent writing and independent reading while the teacher reads with guided reading groups 5 and 1. Students will need to be set up for both activities before the teacher begins guided reading with group 5.

Independent writing



- Now ask students to record journal style what they have learned about narratives throughout the unit. Remind them to consider issues such as the way in which pictures contributed to their understandings in the texts read through the unit. Some students may find questions a good scaffold into this task.
- Ask some students to share these reflections with their classmates.

DAY 10 (continued)

Independent reading



- Ask students to read independently.
- At the conclusion of independent reading ask students to form pairs and discuss their independent reading text with each other.
- Ask for volunteers to share their responses to their independent text with the whole class.

Guided reading



Group 5

Orientation to the text

- Using the title, author, illustrations and cover make predictions about the text to follow.
- Introduce the new text discussing the probable text type, text purpose and text meaning.
- Scan the text to identify any new or unfamiliar vocabulary. Discuss the meanings of these new words. Use these new words in different ways and in different contexts to provide a deeper understanding of their meanings.

Reading the text

- Ask students to read the text silently.
- In partners then ask students to read the text to each other. As students are reading in pairs, join with each pair to listen and monitor as individual students read.

Working with the text

- Focus students on aspects of their guided reading texts highlighted in modelled reading, eg:
 - Demonstrate to students phrased, fluent and expressive reading. At different points while reading model how punctuation markers help readers to use appropriate pause and emphasis.
- Focus students on aspects specific to their text, for example:
 - Ask some literal and inferential questions. Ask students to think about what the text is trying to make them think and to consider what the writer of the text believes.
 - Ask questions which require students to evaluate and make judgements about the text. Ask them to speculate about characters' feelings and motives and relate these to their own experience, eg 'How would you feel if that happened to you?'

Through these questions students are encouraged to take on the text-participant and text-analyst roles.

After the guided reading

- Ask students to identify any words in the text not fully understood and look them up in the dictionary.

Guided reading



Group 1

Revise known aspects of text

continued... • Revisit the spelling of multi-syllable words highlighted on day 9.

Focus on text meaning

- Ask questions which will help students focus on the author's purpose and point of view, for example:
 - *Why do you think the author wrote this book?*
 - *What did he or she want to tell you?*
 - *What did he or she want you to think or believe?*

Refocus on whole text

- Together re-read the whole text.

Concluding the session

- Choose the remaining few groups to perform their presentations of *The Paper Bag Princess* for the class.



Thinking about day 10: Reflection

- What have you learned about your students as readers that you did not know before? How do you know? How are you monitoring and recording this?
- What will you do to support students needing more assistance?
- What unit of work are you planning to teach next? What aspects of reading do you need to focus on?



Worksheet 1

I think The Paper Bag Princess will be about:



Worksheet 2

Literary

Factual



Worksheet 3

Verb:

Sentence:

Base word:

Other words:

New sentence:



Worksheet 4

Why does the author portray the characters in *Piggybook* as pigs?

What the pictures tell us:

What the words tell us:

Piggybook by Anthony Browne



Worksheet 5

What does the author feel about this family and the different roles that people take on in the family?

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