

Using School Journals to support Reading across the Curriculum

The snapshot tasks below are designed as illustrated examples of planning interactive reading tasks at Level 2, within a Health and Physical Education inquiry. They are based on the theme of **Striving for Excellence**. They are not intended to be sequential tasks, rather they provide a lens on the literacy demands that students need to engage with at a particular level of the curriculum.

How these snapshot tasks might be used?

- Use these as a model to support you as you plan other reading tasks for a particular level across the curriculum
- Adapt these tasks by interchanging texts and adjusting to meet specific learning needs
- Integrate these into your existing unit on the same theme
- Use these to prompt your thinking and planning for a broader unit.

NEW ZEALAND CURRICULUM



LEARNING AREA	Health and Physical Education
LEVEL	2
FOCUS OF LEARNING/TOPIC	Striving for Excellence
CONTEXT	Commonwealth Games
VALUES	Excellence, integrity
KEY COMPETENCY	Relating to others and managing self
CONCEPTUAL UNDERSTANDINGS	Individuals excel when they develop and build particular attributes.
HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT OBJECTIVES	<p>Relationships with Other People Identity, sensitivity and respect Describe how individuals and groups share characteristics and are unique.</p>
ENGLISH ACHIEVEMENT OBJECTIVES	<p>Ideas: Show some understandings of ideas within, across and beyond texts Language: Show some understanding of how language features are used with effect within and across texts.</p>

RESOURCE and PLANNING

TITLE	<i>A Bit of a Laugh</i> by David Hill (Level 2 May 2012)
STORY SUMMARY	Justin and Miles laugh about a friend they meet downtown, who is passionate about science. The boys are accompanied by their great grandfather who recalls a similar young man called Eddie he knew during his war years. He recalled that his friends also laughed at Eddie. Great-Granddad discloses as he finishes his story that Eddie was in fact Sir Edmund Hillary.

INSTRUCTIONAL FOCUS	<ul style="list-style-type: none"> • Select from a variety of strategies to monitor their reading and use when meaning breaks down • Making connections between the text and their prior knowledge to interpret meaning in the text • Making and justifying inferences
READING PURPOSE	To find out some of the personal attributes you need to do something well. This can be framed as an inquiry question: What are some personal attributes you need to do something well?
GUIDED READING	Teachers may lead separate guided reading sessions for each of the texts, prior to completing the reading tasks.
SKILLS AND KNOWLEDGE	What skills and knowledge do my students bring to the learning?
SUPPORT	<p>What support will my students need to:</p> <ul style="list-style-type: none"> • Monitor their understanding of the text • Make connections to the text by drawing on their prior knowledge • Make and justify inferences – using information that is close by in the text

ACTIVITY

Snapshot writing task from this unit

Before reading: ensure students are familiar with the colloquial expression: *science mad* and topic specific words: *aircraft mechanic ,summit*

Share the purpose: *To find out what do people do to become good at something.*

Make connections to students' prior knowledge:

What are you good at?

How do you get better?

What do you have to do? (Capture the phrases and language students use)

Share the learning: We are learning to make inferences to help us build knowledge of some of the personal attributes you need to excel at something.

After reading

Ask the students: *Why do you think Great Grandad told this story to the two boys?*

(If necessary you may want to prompt the students to look for information that tells that the boys thought Miles was different.)

Ask the students to retell the story Great Grandad told the boys.

What was the message he wanted to share with the boys? (If necessary prompt the students to see that Eddie was seen to be different too. His personal attributes, skills and knowledge led to his ultimate success.)

Going deeper into the text

What clues in the text help us see what makes Miles and Eddie stand out from others?

Locate clues in the text to help you make **inferences**.

Remind students of the skills and knowledge they need to use to make an effective inference.

- To make an inference we look for clues in the text
- Draw on our own experience about what these clues tell us
- Make a prediction using the clues and our prior knowledge

The chart below provides some suggestions. A blank chart is also provided.

Clues found in the text	What does this tell us about this character?
Miles	
Staggering under a huge pile of books	Likes reading many books about science
"He's science mad".... He talks about it all the time	Is passionate about science
He spends every lunchtime in the library reading science books and looking up stuff on the computer	He wants to know more about the science subjects that interest him
Eddie	
Any spare time he'd get his pushbike and head for Mt Taranaki ...he'd walk really fast up the track to the top, walk down again	He liked to spend his spare time mountain-climbing
He did it again and again	He wanted to get better at mountain climbing
He enjoyed it he was mad about mountains and mountain-climbing He talked about it all the time	He was passionate about mountains

Invite the students to review the clues from the chart comparing Eddie and Miles.

What do the two characters have in common?

A. Tell a partner the skills that helped Eddie and Miles to do well in their chosen passions?

B. Think of some words that describe that attribute?

You may want students to refer back to the language and phrases chart that they made before reading

Some examples are provided below

Miles read as much as he could,

Eddie climbed mountains in any spare time he had

Both practiced often: they were **persistent in practicing to get better**

Miles was science mad

Eddie loved climbing mountains

Both really loved what they were doing: **Passionate**

Miles read many books to know more

Eddie climbed Mt Taranaki as often as he could.

Both wanted to get better at what they were doing: **Skilled**

Teachers may want to deepen the understanding of language learned here by using concept circles

Draw a circle divided into four sectors. Write new vocabulary words or words related to a key concept onto strips of paper. Select a word to place in each sector. Students then use as many of the words as possible to construct a sentence (see, <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs>).

Invite students to monitor how effective they were at making connections and making inferences

What did you do well? What do you need to do to get better at using these strategies?

Invite students to discuss and then record what they have learned from reading this story
I think the answer to the question what personal attributes/ habits you need to do well are...

Other texts to read on: Sir Edmund Hillary

<http://christchurchcitylibraries.com/Heritage/People/HillaryEdmund>

http://www.ducksters.com/biography/explorers/edmund_hillary.php

on Striving for Excellence

Jiani by Jan Trafford 2.3.2000

Jiani is one of the best table tennis players in New Zealand. She's a champion, and she's only nine years old!