

## 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 3, 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



<b>LEARNING AREA</b>	Health and Physical Education
<b>LEVEL</b>	3
<b>FOCUS OF LEARNING/TOPIC</b>	Striving for Excellence
<b>CONTEXT</b>	Commonwealth Games
<b>VALUES</b>	Excellence, integrity
<b>KEY COMPETENCY</b>	Managing self
<b>CONCEPTUAL UNDERSTANDINGS</b>	Individuals and groups excel when they develop and build particular attributes. There are many others who contribute to the success of an individual or a team.
<b>HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT OBJECTIVES</b>	<p><b>Relationships with Other People</b> Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p> <p><b>Personal Identity</b> Describe how own feelings, beliefs, and actions and those of other people, contribute to their personal sense of self-worth.</p>
<b>POSSIBLE INQUIRY QUESTIONS</b>	<p>What are the attributes an athlete needs to be successful?</p> <p>How do others contribute to the success of individuals to become athletes?</p>
<b>ENGLISH ACHIEVEMENT OBJECTIVES</b>	<p><b>Ideas:</b> Show a developing understanding of ideas within, across, and beyond texts.</p> <p><b>Language:</b> Show a developing understanding of how language features are used for effect, within and across texts</p> <p><b>Audience:</b> Show a developing understanding of how texts are shaped for different purposes and audiences.</p>

## RESOURCES: Focus texts for task

<b>TITLE</b>	<b><i>Mighty Muscles</i></b> by Sue Gibbison	Part 1 No 2. 2011
<b>ARTICLE SUMMARY</b>	The body has more than six hundred muscles. This article reports on how to keep them strong and healthy	
<b>TITLE</b>	<b><i>The Big Race</i></b> by Dale Hendry	Connected 2. 2006
<b>STORY SUMMARY</b>	Lola finds a swimming medal that belonged to her grandfather. When she shows it to him, he describes how he won the medal as a member of the Torpedoes relay team.	
<b>TITLE</b>	<b><i>Giving it a Shot</i></b> by David Tulloch	Part 3 No 1 2006
<b>STORY SUMMARY</b>	Lauren comes third in the shot-put competition, but her father doesn't think she tried her best. Lauren spends time mulling over his comments and then takes action.	

## INSTRUCTIONAL FOCUS AND PLANNING

<b>INSTRUCTIONAL FOCUS</b>	<p>Understand how they select from and use their repertoire of comprehension strategies in particular:</p> <ul style="list-style-type: none"> <li>• Make connections between their prior knowledge and concrete examples in a text in order to understand abstract ideas in a text.</li> <li>• Locate and summarise ideas by identifying key words, topic sentences.</li> <li>• Draw on several related items of information to infer ideas that are not directly stated.</li> <li>• Evaluate and integrate ideas and information across a small range of texts.</li> <li>• Identify and reflect on writers' purposes and on ways in which writers use language and ideas to suit their purposes.</li> </ul>
<b>GUIDED READING</b>	Teachers may lead separate guided reading sessions for each of the texts, prior to completing these reading tasks.
<b>SKILLS AND KNOWLEDGE</b>	What skills and knowledge do my students bring to the learning?
<b>SUPPORT</b>	<p>What support will my students need to:</p> <ul style="list-style-type: none"> <li>• Make connections to the text by drawing on their prior knowledge</li> <li>• Identify key information that is relevant to the inquiry question</li> <li>• Make and justify inferences – drawing on clues in the text</li> <li>• Use concrete examples and prior knowledge to build generalised statements</li> </ul>

## ACTIVITIES

### **Mighty muscles** by Sue Gibbison

**Reading purpose:** To find out how we can get the best from our muscles to perform well during physical activities.

- *Why are muscles important to us?*
- *How do you ensure that our muscles are strong?*
- *How do they work?*
- *What do we need to do to prevent injuries?*

**Explain** what you have learned to a partner.

**Prepare** a simple health chart/visual to explain to listeners how to make the most of your muscles so they help you achieve success in your chosen sport/pursuit.

**Reading purpose:** How did Grandpa plan and prepare for a competitive swim?

- *What things did Grandpa do to get better at competitive swimming?*
- *How did Grandpa contribute to winning the race?*
- *What personal attributes does an athlete need to excel at competitive swimming.*

**Find** clues in the text to help you.

If necessary you may want to use a chart to help students move from the specific idea to the general statement.

### **The Big Race** by Dale Hendry

<b>Clues in the text</b>	<b>I have connected the clues in the text with what I know and I think this tells me</b>
<i>"That's how I ended up in the college pool at 6.30 the following morning"</i>	<i>I recall my friend who swims competitively gets up to go to swimming very early</i>  Competitive swimmers often get up very early in the morning before they go to school or work
<i>The training schedule showed grandpa swam many lengths at training.</i>  <i>"we trained harder than ever all week.."</i>	Swimmers practice swimming many lengths to improve.
<i>In the actual race I swam last because I could turn on a final burst of speed in a close race, but I had to be overtaking rather than leading.</i>	<i>This is just like thinking about who is the best goalkeeper in our soccer team so....</i>  Planning what role each team member plays in a team is important to their overall success.

**Giving it a Shot**  
by David Tulloch

**Reading purpose:** To identify the factors that help an athlete do well.

- Discuss Dad's feedback to Lauren. Was he being fair to her? Why do you think that?
- If Dad had said nothing how would this have affected Lauren?
- **Locate** clues in the text that show how Lauren helped herself to be better at sport?
- Why do you think she changed her mind?
- What does the author want us to know through this story? Do you agree with the author's message?

**Integrate** the information you have gained from each of the texts to help you with the following

- List some of the ways that show how athletes could get better at physical activities?
- How do others contribute to the success of individuals who become athletes?
- What can we draw from this information to apply to other aspects of our lives?

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<b>Mighty Muscles</b>		
<b>The Big Race</b>		
<b>Giving it a Shot</b>		
<b>What can we learn and apply to our own lives?</b>		