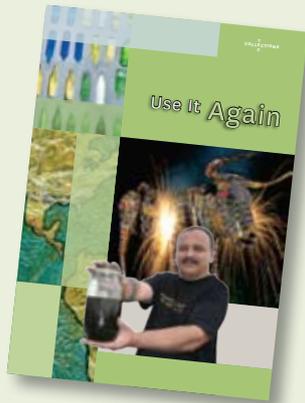


Educator support material



Collections 1: Use It Again

This educator support material has possible learning goals and lesson guides for each of the texts within this collection. Choose learning goals with the learners, according to their strengths and needs. As the learners read more of these texts, you will find many opportunities to make links to and build on their previous learning.

There are two or three suggested learning goals and lesson guides for each text. For example, the learners may read a text once with a vocabulary-related goal and then read it again in another lesson with a goal about reading critically. Be guided by the response of the learners and don't "overdo" a text if you feel they are ready to move on.

You can follow the lesson guides exactly or adapt them to the needs, interests, and prior knowledge of the learners. Note: if your goal involves reading critically, the learners will need to have had at least one prior lesson using the text.

Each goal focuses on a particular reading progression, but the lesson guides will also refer to other progressions. For example, all goals will also involve comprehension because making meaning from text is always the purpose for reading.

The lesson guides include links to *Teaching Adults to Read with Understanding: Using the Learning Progressions*. They are further supported by annotated PDFs of excerpts from the learners' texts, which show examples of particular text features mentioned in the lessons. There are also

guides for learners to use within your lessons or that they can use independently for practice.

Introducing the book

Make sure every learner has a copy of the book (Collections 1). Tell them that this is a collection of texts based on a theme. Ask the learners to examine the front cover and then talk with the person beside them about what they think the theme is – and why they think so. (The photographs and title should help them come up with the idea of reusing or recycling.)

Ask the group to focus on the photo of the man holding the jar. *Keeping in mind the theme of this collection, what's a question you have in your head about this photo?* Refer to the lesson guides to begin the reading of "The Vege Car".

Return to the cover after reading each article (or before the group reads the next one) to discuss the answers they have found to their questions. This allows them to build up a picture of the connections between the cover photographs from each text and the overall theme.

The Vege Car by Peter Stevens



Overview

This report explains why James nui Macdonald built a car that runs on vegetable oil and describes the publicity trip he made in the car with his son from one end of the country to the other. It has a strong theme of recycling, environmental awareness, personal motivation, and Kiwi ingenuity. It includes text boxes with supporting technical information.

The learning goals and lesson guides for this text focus on the following reading progressions: Decoding, Vocabulary, Language and Text Features, and Reading Critically. You can have the learners use their learner guides as part of this lesson, or

they can use them afterwards for further practice.

Select learning goals with the learners and display them during the lessons.

Lesson guide 1: Decoding and vocabulary

Learning goal: To use what I know about word structure and the topic to help me recognise and work out the meanings of unfamiliar words in this text.

Before reading

Tell the learners you have a report for them to read about a person who has built an environmentally friendly car. To hook into the learners' prior knowledge (of the topic and topic-related vocabulary), use a key word or phrase such as “exhaust fumes” to start a discussion about the problems with vehicle emissions and about environmentally friendly alternatives. Encourage them to make links to their personal experience. As the discussion proceeds, record key words on a chart or whiteboard.

Remind the learners of the goal and point out that they have just used the strategy of making connections to their background knowledge to help them think about the words they might see in the text. Tell them that there are many levels of “knowing a word” when they are reading. For example:

- recognising a word immediately and knowing what it means
- decoding a word (working out what it is) and realising that you know what it means
- decoding a word but not knowing what it means
- not being able to decode a word or work out what it means.

Discuss some strategies they can use to decode words and/or work out the meanings of words that may be new or less familiar. Again, record their ideas on a chart. Note that the learners can use this strategies chart as an ongoing reference, adding to it as they read new texts.

During the reading

Remind the learners of the learning goal. Together, set a purpose for reading the text. This could link to the discussion when Introducing the book. For example, “We are reading this text to find out about the vege car.” Point out that their learning goal will help them achieve their reading purpose.

Tell them that this text includes some information boxes, and before they start reading, you are going to model using some vocabulary strategies on one of these. Share-read the text box on page 4 together and then “think aloud” to model your use of strategies. Choose from the following examples.

Example 1: “Harmful Gases”

I can recognise the “ful” ending in this word, so I can break this word into “harm-ful”. I know what that means. I know the word “gas”, but it looks a bit funny with the “es” at the end. I’m remembering that the plurals of words that already end in “s” (like “class” or “boss”) end in “es”, not just “s”.

Example 2: “carbon monoxide, carbon dioxide, nitric oxide, nitrogen dioxide, and hydrocarbons”

*There are a lot of technical words here. The heading and first sentence tell me that this text box is about harmful gases, and the second sentence says “These include”, so that confirms for me that **these** are the harmful gases. I can see some parts of these words that are repeated, like “carbon”, “oxide”, and “di”, and I can recognise the prefixes “mono” and “hydro”, so it helps me work out how to read them. But I don’t think I need to know exactly what they mean. The main idea is that they’re harmful.*

Example 3: “carbon dioxide emissions”

I know carbon dioxide is a gas, and the first sentence tells me that petrol-run cars put harmful gases into the air, so I think that “emissions” must be another word for the harmful gas that comes out. I also know that the word “emit” means to send, so this looks like another form of that word. It’s like the way that “permit” can change to “permission”.

Ask the learners to read the text, using sticky notes or note pads to record challenging words. Suggest some stopping places, for example, at the end of pages 3, 5, 6, 7, and 9, where they can review the words on their lists and return to the section of text to use some suggested strategies to try to work out what the words are or what they mean. You could suggest they use a code to note if they’re having a decoding problem (D) or a word-meaning problem (V). If necessary, model breaking some of the proper names into “chunks” (“Mac-don-ald”, “I-raq”, “Ngā-ti Whā-tu-a”, “Te Wai-pou-na-mu”) to support the learners with decoding.

Try to make sure they read to the end of each section of text rather than stopping at each challenging word along the way, because this breaks the flow of meaning and ultimately makes it harder to understand. Reassure them that it’s OK if they feel they’re missing out on some of the meaning the first time they read through the text and that there will be plenty of opportunities to read it again.

While the learners are reading, rove around the group to see how they’re managing, offering support as required, and noting any further teaching points. Remind them to refer to the strategies chart for support. Aim to deal individually with any decoding problems so that the “After reading” discussion can focus on vocabulary strategies.

After reading

When everyone has read the whole text and worked out as many word meanings from their list as possible, ask them to identify one example and discuss with a partner what strategies they used to work it out. Add any new ideas to the strategies chart.

Refer to the original chart of key words and mark the words that were actually in the text. Ask the learners to refer to the text and identify some other key words that they think should be included on the chart. Then ask everyone to choose one word from the chart and explain to a partner why this word is important to the text.

Draw the learners’ attention to the use of “nui” and “iti” to distinguish between father and son. If necessary, explain that in Māori, “nui” means “big” and “iti” means “small”.

Allow time for the learners to ask you about anything they’re not quite sure about.

To end the lesson

Remind the learners of the learning goal and ask them to write in their notebooks three strategies they can use that will help them work out word meanings in the next text they read. They could write in their own words or copy from the strategies chart.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

You and the learners can select from these activities according to their learning needs. These activities are also included in the [learner guides](#) for this text.

Identifying root words

Word	Root word (or words)	What I'm noticing

Give the learners a list or set of cards with some or all of the following words, or you can create your own list of words from the text. Ask the learners to create a table and write the word in the left-hand column, the root word (or words) in the middle column, and, in the third column, patterns they are noticing. Examples might be the use of the same suffix (“ful”, “ly”) or inflected ending. Support the learners as necessary and encourage them to share their discoveries, for example, the root word “drive” loses its “e” when adding “ing”.

Word list

grumbled, worried, takeaway, powerful, traditional, importance, natural, harmful, gases, environmentally, friendly, recycled, running, peanut, persistence, hugely, reliable, cleaner, cheaper, helpful, suggestions, damaged, sailing, somewhere, surprised, slightly, unfair, actually, driving, kilometres, breakdowns, achievement, worked, tested, arrangements, cameraman, navigator, planning, actor, converter, fastest, meantime, yourself, New Zealanders

Alternatively, you could use the [Word building activity](#).

Using vocabulary strategies

Make sure the learners have access to the numbered list of [vocabulary strategies](#). Ask the learners to create a table like the one below. Then ask them to reread the text and write any words they're still not sure about in the left-hand column.

Encourage them to use one or more of the listed vocabulary strategies and record their predictions about the word meanings. Encourage them to talk about the strategies they're using and to write the number(s) of the strategies in the third column.

Unknown words	What I think the word means	The strategies I used

Talk with the learners as they're working, providing help as necessary. Ask them to think about their learning and how successful their strategy use is by asking themselves these questions:

What strategies am I using the most?

(The numbers in the third column will show this.)

Are the strategies working? Are there any words or strategies I need help with?

Exploring word meanings

Choose four key words from the text, for example,

natural, fuel, recycled, harmful

and use the [Concept circle activity](#).

You could also use the [Word maps activity](#).

Lesson guide 2: Language and text features, comprehension

Learning goal: To identify and use some text features to help me find the main ideas in this text.

Before reading

If this is the first time the learners have read this text, ask them to look briefly at page 2 of the book. Ask them to tell you what sort of text they think this will be (for example, an article, a report, or a personal story) and what they think it will be about. Ask them to tell you what helped their thinking.

(For example, reading the title, looking at the photographs, and possibly, skim-reading the page.) Draw out the idea that just from looking at one page, they can work out a lot of information about the text. Together, set a purpose for reading. For example, “We are reading this text to find out about the vege car.” Point out that their learning goal will help them achieve their reading purpose.

Share-read page 2. *What does this introduction tell us? Does it confirm or change our predictions about this text?* Confirm that this text is a report (or article) and review what text features the learners would expect to see in a report, for example, a title, an introduction that clarifies the topic, a series of paragraphs with information about the topic, and a conclusion, which may link back to the introduction. List these features on a chart that can be referred to during the lesson (and afterwards). Leave some space to add more items as the lesson proceeds.

Ask the learners to look through the pages to preview the rest of the article. Again, review their predictions about the text. *What other text features have you noticed that are helping you work this out?* (For example, text boxes with headings, a map, and captions.) Add these text features to the reference chart.

Confirm that this report is about a person who has built an environmentally friendly car. Briefly discuss what a vege car could be and why it would be more environmentally friendly than a petrol- or diesel-fueled car. Encourage them to make links to their personal experience.

During the reading

Remind the learners of the learning goal. *We’ve discussed the topic and structure of this text, but we haven’t focused yet on how to find the main ideas.* Discuss strategies the learners can use to identify main ideas within paragraphs, for example, looking for a key sentence (often the first sentence), keeping in mind the overall gist of the

paragraph or text and thinking about what seems most important, and/or looking for key words.

Return to the paragraph on page 2 and ask the learners to identify the main idea in this paragraph (that James nui Macdonald has built a car that runs on vegetable oil). Point out that usually the main idea will be in the first sentence of a paragraph but that the writer has chosen here to give all sorts of clues that “hook” the reader in rather than telling them directly.

Model your thinking about the main ideas. *The first sentence suggests to me that this is about buying petrol, and I can see a photo of petrol prices on the facing page. Now, I’m looking out for some key words. A question I have in my head is “What is this mainly about?” I’m noticing that the writer has used dashes to show links between ideas. He hasn’t actually said what this is about, but he’s given me enough clues to work out that James nui Macdonald has built a car that runs on vegetable oil.*

Start a “main ideas” recording chart (see the filled-in example) and write the headings for the first two columns. On the chart, record the main idea of the introduction (the first paragraph). Then ask them to read page 3 and talk with a partner about what they think are the main ideas here and why they think so. (This paragraph gives three reasons why James decided to build the vege car.) If necessary, clarify that the beginning of a new paragraph is signalled by a double line space. Record the group’s thoughts about the main ideas on the chart (or have the learners record them on their printouts).

Ask the learners to continue reading the text, discussing the main ideas of each paragraph with a partner, saying why they think so, and recording their ideas.

If you feel that the learners need more support, you could provide a further practice opportunity by share-reading and identifying the main ideas together in the text box on page 4. You could also adjust the difficulty level of the recording task by

“blanking out” some of the chart so that they only record main ideas for certain sections. However, they would still need to read the entire text.

Role and support the learners, as necessary.

After the reading

Allow time for any discussion or questions and, together, create an agreed version of the chart. Write the heading “Purpose” in the third column. Explain that every section of the text has a particular purpose. As a group, discuss the purpose of some sections of the text, for example, the text box on page 4. Draw out the idea that the main part of the article is about James nui and his car but that this text box provides extra facts about the effect of cars on the environment. Ask the learners to work in pairs to fill in the Purpose column and then share their ideas with the group. Encourage discussion and debate, because this will mean that learners need to draw on their knowledge of language and text features to explain their thinking. (Suggested content is provided, but the group may come up with different ideas.) You could also include the photographs, captions, and map in the table.

Section of text	Main ideas	Purpose
Introduction (paragraph 1)	Petrol is expensive. This family has worked out a way to use vegetable oil instead of petrol.	Giving an idea about the topic of the article
Paragraph 2 (page 3)	He built the car to save money and to protest against the war in Iraq. It fits with traditional Māori values.	Explaining why he built the car
Text box 1 (page 4)	Exhaust fumes from petrol-driven cars cause health problems and climate change.	Giving background information about harmful gases
Paragraph 3 (page 4)	The idea isn't new but it's not widely accepted.	Giving historical background information
Paragraph 4 (page 5)	Other people are not convinced.	Signalling that building the car wasn't the end of the process
Paragraph 5 (page 6)	James nui wanted to drive the car from one end of NZ to the other to: <ul style="list-style-type: none"> - show it off - teach people about vege fuels - prove that vege cars can be built in Aotearoa. 	Describing the idea for the trip and the motivation for it
Paragraph 6 (page 6)	James iti went too. They started at the bottom of the South Island.	Providing detail about the trip
Paragraph 7 (page 7)	Damage to the car Speeding ticket	Describing problems along the way
Paragraph 8 (page 7)	The ticket was unfair.	Giving James iti's opinion
Paragraph 9 (page 8)	Family very proud. Father and son worked very hard.	Describing how the family felt
Paragraph 10 (page 8)	James iti thinking of being an actor or vege car converter	Describing what James iti might do next
Paragraph 11 (page 8)	James nui wants to go for a land speed record.	Describing what James nui might do next
Conclusion (paragraph 12, page 9)	Look out for the car in Palmerston North. You might smell it before you see it.	Finishing off the “conversation” with the reader that started in the introduction
Text box (page 9)	New Zealanders own a lot of cars and use a lot of petrol.	Information about car ownership in New Zealand

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, three strategies they used that helped them work out main ideas in the text.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

Identifying main ideas

Ask the learners to read the text a paragraph at a time and fill in any parts of the table that were not completed during the lesson. At the end of each paragraph, ask yourself what the main thing was that the writer was telling you. What is this paragraph mainly about? Think about the words the writer is using to help you.

Section of text	Main ideas	Purpose

Remind them that they can use the [annotated PDF](#) of the text and/or the completed table to help them or to check their work.

Linking main ideas

Have the learners work through the text in pairs, taking turns to orally describe the main ideas in two paragraphs and saying what the links are between them. For example, the introduction makes us think about how expensive petrol is, and then the next paragraph tells us about someone who’s decided to do something about it. Note that the final paragraph links back to the introduction.

Alternatively, you could adapt the [Concept circle activity](#). On a printout of the text, ask the learners to identify four paragraphs that they think are important to the overall text and to say why they think so. Encourage discussion and debate.

Creating subheadings

Ask the learners to use their thinking about main ideas and purpose to help them create appropriate headings for each section. Use the text box headings as examples.

Finding out more

The learners could use the Internet or a library to find out more about the vege car or other environmentally friendly cars. Alternatively, they could investigate other topics from the text that interest them, for example, Rudolf Diesel, or they could investigate New Zealand inventors, such as Bert Munro or John Britten. The learners could use this information to write a short report about the invention or the inventor.

Lesson guide 3: Reading critically

Learning goal: To identify and discuss the writer’s purpose and point of view and how he tries to influence the reader.

Make sure the learners have already read this text at least once before this lesson so they have an overall understanding of the content.

Before reading

Bring along an example of a junk mail or magazine advertisement, a short letter to the editor, or a public notice from a newspaper. Make copies for the group to read. Together, identify the ways that the text conveys main ideas and/or tries to persuade the reader. Prompt the learners to think about how the piece hooks the reader in, presents a point of view, or directs the reader to notice the bits that are most important. Such features might be a play on words; a catchy headline; an introductory question; direct address to the reader (using “you” or “we”); the use of an informal register; the choice of language; the use of colour, fonts, illustrations, and/or photos; and the overall layout. Have the learners discuss their ideas with a partner and then share them with the whole group.

Ask the learners to keep this thinking in mind as they recall how they felt about “The Vege Car” the first time they read it. *Talk with a partner about why you think you felt that way.* (Initial responses will probably include: the topic, the enthusiasm and motivation of the main character, or his ingenuity.) Ask them to share their thoughts about why the writer wrote “The Vege Car”, then remind them of the learning goal. Tell them that you want them to read “The Vege Car” again, thinking about how the writer manages to make James nui’s achievement seem so positive. Together, clarify the purpose for reading the text. For example, “We are reading this text to find out more about the writer’s purpose and point of view.” Point out that their learning goal will help them achieve their reading purpose.

During the reading

You can provide support by modelling your thinking (thinking aloud) about the first paragraph.

The photograph has already got my attention – the man seems to be looking right at me and is almost challenging me (in a friendly way!) to look at what he’s holding. The word “Vege” in the title and the font are quite informal too. Reading the first paragraph, I’m noticing that it’s like the writer is having a friendly conversation with me. He’s talking about things I know about, like the price of petrol and takeaway foods, and he’s asking questions so it makes me feel like he wants to know what I think. He’s not saying exactly what this article is going to be about – but he’s making me want to find out more. I’m inferring that this is something the writer is enthusiastic about and he wants me to be enthusiastic, too.

Remind the learners of the goal and have them read the text, discussing their ideas with a partner. They can write their ideas directly on printouts of the text. Rove and provide support as required. (See the [annotated PDF](#) for examples of relevant text features.)

After the reading

Ask the group to share their ideas about the writer’s purpose and point of view. Ask them to explain what text features helped them come to this conclusion. *Do you agree with this point of view? Did this text influence your own opinion about petrol-driven cars? Why or why not?*

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, three text features that helped them come to a conclusion about the writer’s purpose and point of view.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

Finding other examples

Ask the learners to find a piece of oral or written persuasive text, like a piece of junk mail or a familiar television or radio advertisement, and think about the writer’s purpose and how they are trying to influence the reader’s or listener’s point of view. Discuss their examples at the beginning of your next lesson.

The learners could work with a partner to create their own magazine or radio advertisement, using some of the text features they have noticed.

Exploring language choices

Draw particular attention to the writer’s carefully chosen language. Give out cards with selected words from the text (see below) and have the learners work in pairs or small groups to sort them by whether they are “positive” or “negative” in the text. Ask them to think about these questions: *Why did the writer write this text? What opinion does the writer have about the vege car? What vocabulary supports the writer’s opinion?*

Word list

grumbled, price of petrol, isn't worried, thanks to, didn't need petrol, save money, powerful countries, powerful, traditional Māori values, natural world, harmful gases, 100 percent, great start, environmentally friendly, recycled, health problems, asthma, cancer, responsible for climate change, emissions, crude oil, persistence, paid off, hugely impressed, reliable, To prove, as good as any other car, cleaner, cheaper, awesome, helpful, mission, smooth sailing, no breakdowns, achievement, very proud of, worked for hours, land speed record, fourth-largest car-owning country, big engines, burn through a lot of petrol, Even worse

Don't Miss It!

by Rex Eagle



Overview

This is a brief but lively biography of world-famous architect Friedrich Hundertwasser and the beliefs that underpin his work. It features the public toilets in Kawakawa as an example of his work in New Zealand.

The learning goals and lesson guides for this text focus on the following reading progressions: Language and Text Features, Comprehension, and Reading Critically. You can have the learners use their learner guides as part of this lesson, or they can use them afterwards for further practice.

Select learning goals with the learners and display them during the lessons.

Lesson guide 1: Language and text features, comprehension

Learning goal: To ask questions and use some language and text features to help me find main ideas in this text.

Before reading

Ask the learners to look for clues on pages 10 and 11 to the topic and type of text (for example, an article, a report, or a personal story). *What helped your thinking?* (For example, reading the title, looking at the photographs, and possibly, noticing some words that stand out in the text, such as proper names.) Discuss what the photograph on the top right of page 10 suggests about this article (that it will focus on the person in the photograph). *So what could the link be between this photo and the others on these pages?*

Confirm that this article is a short biography (a report about a person) of the architect Friedrich Hundertwasser. Write the word architect and

explain, if necessary, that the “ch” in this word has a “k” sound. Ask the learners to scan page 10 to find the part that provides help for pronouncing his name.

Review the features of a report (a title, an introduction, a series of paragraphs with information about the topic, and a conclusion, which may link back to the introduction). Remind the group that a biography is a type of report. Discuss what sort of information they could expect to find in a biography, for example, “who”, “what”, “where”, “when”, and “why”. Remind the learners of the learning goal. Together, set a purpose for reading the text. For example, “We are reading this text to find answers to our questions about Hundertwasser.” Point out that their learning goal will help them achieve their reading purpose. Use the activity Using question dice to generate some questions they think are likely to be answered in the text. As a group, decide which questions are likely to be most useful and record them on a chart or whiteboard.

If you feel that the learners may need some support with decoding, write up some words from the first paragraph that may be challenging and talk through some possible decoding strategies together. For example:

- “unusual” – noticing the “un” prefix, trying out a long sound for the second “u” (rather than “us”), checking the fit with context;
- “Kawakawa” – using knowledge of the sound of “a” in Māori and splitting the word into syllables);
- “whole” – if necessary, tell the learners that the “w” is silent, also a silent “e” at the end of the word to indicate that “o” is a long vowel).

During the reading

Ask the learners to read the rest of page 10. Review the main ideas they have found and discuss whether the main ideas have answered any of their questions. *Do you have any idea about what the “unusual building” could be?*

Draw attention to the use of the past tense in paragraph 2 (“He came”, “he had”). *What do these words suggest to you about Hundertwasser?* Draw out the idea that these past-tense verbs, plus the reference to the 1970s, suggest that Hundertwasser had died before this article was written. The learners could check this on the Internet. (He died in 2000.)

Have the learners work in pairs to fill in a “main ideas” recording chart. As they read each paragraph or page, encourage them to talk with their partner about what they think are the main ideas and why they think so. Ask them to mark any main ideas that seem to be helpful in answering the questions recorded on the question chart.

Section of text	Main ideas
Introduction (paragraph 1)	There is a very unusual building in Kawakawa.
Paragraph 2 (page 10)	The building was designed by Hundertwasser. He was a world-famous architect and had some unusual ideas.
Paragraph 3 (page 11)	He used recycled materials.
Paragraph 4 (page 11)	He designed many things, not just buildings. He got a medal for designing a postage stamp.
Paragraph 5 (page 12)	He didn't like straight lines in buildings. He thought people should be able to build their houses from whatever materials they wanted.
Paragraph 6 (page 13)	He believed people should live in the place where their house was going to be built before it was built and that they should help to do the building.
Conclusion (paragraph 7, page 13)	The unusual building is a block of public toilets.

(Note that your group may come up with different ideas.)

After the reading

Remind the learners of the learning goal. Discuss some answers they have found to their questions.

Ask the learners to choose and record four questions from the group chart (or write new ones that have occurred to them during the reading) and then use their main ideas chart to help them find answers. They may need to combine (synthesise) main ideas from more than one paragraph in order to answer some questions. For example, to find out “What was unusual about the buildings Hundertwasser designed?”, learners could use information from paragraphs 3, 4, and 5, as well as the photographs. Rove and support the learners, as necessary. A possible example of a question and answer chart is provided below. Learners can work by themselves or with a partner.

Our questions	Our answers
Who is/was Hundertwasser?	He was a world-famous architect.
Where is/was he from?	Austria. He lived in New Zealand from the 1970s.
What is the unusual building?	Kawakawa public toilets, which were designed by Hundertwasser.
Why is Hundertwasser famous? What is special about Hundertwasser?	He had unusual ideas and beliefs. His buildings are unique both in their design and in their materials. He often used recycled materials.
What are some examples of his work?	He designed many things, not just buildings. He got a medal for designing a postage stamp.
Why did he design buildings like this? What were some of his beliefs about architecture?	He liked his buildings to be “environmentally friendly” and to use recycled materials. He didn’t like straight lines in buildings. He thought people should be able to build their houses from whatever materials were available. He believed people should live in the place where their house was going to be built before it was built and that they should help to do the building.

To end the lesson

Remind the learners of the learning goal and ask them to talk with a partner about how asking questions helped them to focus on relevant information in the text.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

You and the learners can select from these activities according to their learning needs. These activities are also included in the [learner guides](#) for this text.

Identifying root words

If you feel that the learners need further practice with decoding and vocabulary, you could use the [Word building activity](#) or the activity described here.

Give the learners a list or set of cards with some or all of the following words, or you can create your own list of words from the text. Ask the learners to create a table and write the word in the left-hand column, the root word in the middle column, and, in the third column, patterns or features they are noticing. Examples might be the use of the “un” prefix, the way the root words “notice” and “amaze” lose their final “e” when “ing” is added, the several different forms of the root word “construct”, or the “es” rather than “s” for the plural of “church”.

Word list

unusual, building, noticing, amazing, construction, designed, recycled, churches, European, countries, presented, beautiful, postage, including, proposed, architecture, uneven, believed, strangely, constructed, occupiers, wondering

Word	Root word	What I’m noticing

Alternatively, you could add in some examples of compound words from the text (without, motorway, phonecards, something, everyone, whatever, someone, themselves) and the contractions (It’s, didn’t, you’re) and use the [Word sort activity](#).

Creating subheadings

You could ask the learners to create a heading for each paragraph. The headings could be brief statements, or they could be questions that are answered within the paragraph. You could also ask them to write captions for the photographs, using information they have gained from the text.

Linking main ideas

Direct the learners to specific paragraphs and ask them to work in pairs to identify the links between them. Some examples are:

- The introduction and the conclusion – starting and solving the “mystery”.
- Paragraphs 2, 5, and 6 – paragraph 2 says that he had unusual ideas and the other two paragraphs have examples.
- Paragraphs 3 and 5 – paragraph 3 describes the use of recycled materials for the Kawakawa building, and paragraph 5 describes Hundertwasser’s ideas about the sorts of materials that people should be able to use for building.

Finding out more

The learners could use the Internet or a library to find out more about Hundertwasser. They could use this information, along with the information they have from reading “Don’t Miss It!”, to write a short report.

Lesson guide 2: Reading critically

Learning goal: To identify and discuss the writer’s point of view and how he tries to influence the reader.

Note: Make sure the learners have already read this text at least once before this lesson so they have an overall understanding of the content.

Before reading

Refer to the previous lesson about this text.

What was the text mainly about? Draw out the idea that although the text used the Kawakawa toilets as a specific example, it was mostly about Hundertwasser’s architecture and design in general. *Think about how you felt about the article the first time you read it. What does that suggest to you about how the writer feels about Hundertwasser?*

Remind them of the learning goal. Together, clarify the purpose for reading the text. For example, “We are reading this text to look for clues to the writer’s point of view and to think about how he tries to influence us as readers.” Point out that their learning goal will help them achieve their reading purpose.

Draw out what the learners already know about the features of a persuasive text – how a writer tries to influence the reader. Such features might be a catchy title; addressing the reader directly (using “you”); creating a conversational, informal tone; and using emotive language. If the group has read “The Vege Car” with a focus on reading critically, encourage them to draw on their learning from that lesson.

During the reading

Remind the learners of the goal and have them read the text, discussing their ideas with a partner. They can record their ideas on paper, or they could write on printouts of the text. While they’re

reading, reread and provide support as required. For example, check that they are clear that the focus of the article changes from a specific building in the first paragraph to Hundertwasser himself. (See the [annotated PDF](#) for examples of relevant text features.)

If necessary, you can provide support by modelling your thinking (thinking aloud) about the first part of the text: *Even without reading any words, this article has got my attention. It’s not often you see a building with grass growing on the roof! The title and the exclamation mark are telling me that this is about something unusual. The title also seems to have quite a friendly tone, as if the writer is talking directly to me. The first line tells me that the thing I shouldn’t miss is the “most unusual building in Kawakawa”, and the whole of the first paragraph reinforces this in quite a few ways – everyone notices it, tourists take photos ... Then, the writer talks directly to me as a reader, just like he does in the title, asking me if I can guess what the building is. So, I’m inferring that the writer is enthusiastic about this unusual building and that he wants me to be enthusiastic too. He’s hooked me in – now I want to read on to find out more.*

After the reading

Ask the group to share their ideas about the writer’s point of view about Hundertwasser. Ask them to explain what text features helped them come to this conclusion. *Do you agree with this point of view? Why or why not?*

Encourage the learners to use the information in the text to infer if Hundertwasser was a popular architect or not.

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, three text features that helped them come to a conclusion about the writer’s point of view.

Take some time yourself to reflect on the lesson.

Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

Exploring language choices

Draw particular attention to the writer’s carefully chosen language. Give out cards with selected words, phrases, or sentences from the text (see below) and have the students work in pairs or small groups to sort them by whether they are “positive” or “negative” in the text. Ask them to think about these questions: *Why did the writer write this text? What opinion does the writer have? What vocabulary helped you decide this?*

Language List

Don’t Miss It!, most unusual, No one drives through town without noticing it. Tourists stop to take photos. Some even come to Kawakawa just to see it! amazing, world-famous, very unusual, many European countries, most beautiful, even designed flags, uneven floor surfaces, with trees growing on them, with roofs of grass

Comparing text features

Ask the learners to refer to “The Vege Car” and “Don’t Miss It!” and to any notes they have made about the texts to compare some of the ways the writers in these two texts try to influence the reader. Ask them to add comments where relevant. They can refer to the [PDFs](#) for support.

Some examples are given below.

Text feature	“The Vege Car”	“Don’t Miss It!”
Addressing the reader directly (using “you”)	Yes	Yes
Asking questions of the reader	Yes	Yes
Catchy title	Yes	Yes
Interesting photos	Family photos, James nui smiling at the reader	Unusual buildings

Plastic Fantastic?

by Philippa Werry



Overview

This report describes the negative impact of plastic bags on the environment and what some countries are trying to do about it.

The learning goals and lesson guides for this text focus on the following reading progressions: Vocabulary, Language and Text Features, and Comprehension. You can have the learners use their learner guides as part of this lesson, or they can use them afterwards for further practice.

Select learning goals with the learners and display them prominently during the lessons.

Lesson guide 1: Vocabulary and language features

Learning goal: To use what I know about vocabulary strategies and language features to help me understand the information in this text.

Before reading

Tell the learners you have a text for them to read about the environmental problems caused by the use of plastic bags. Briefly discuss what the learners understand by the term “throwaway society”.

Explain that this text has some ideas that are similar to those in “The Vege Car”. To make connections to the learners’ prior knowledge (of environmental issues and related vocabulary), give out sets of cards (see a suggested word list below) to use for a version of the Clustering activity.

Model your initial thinking:

I’m noticing two words that seem to be opposite points of view about the plastic bag problem – “throwaway society” and “environmentally

friendly”. I’ll use these as headings and see if the rest of the words fit well with either of these. Here’s one I don’t know at all – “photodegradable”. I can see that it’s like “biodegradable”, so it probably belongs more in the “environmentally friendly” list, but I’ll need to look out for a definition in the text when I read it to clarify exactly what it means.

Ask the learners to work in pairs to do this initial sorting and then to look for “clusters” of words within the two lists, for example, “made from petroleum, non-renewable resource” or “poison, food chain, birds, fish, animals”, or “paper bags, starch-based bags, cloth bags, boxes, newspaper.” Have the learners share their thinking about how they’ve grouped the words with another pair or the whole group. Ask them to note any words they’re not too sure of (like “photodegradable”) so they can look out for clues to the meaning when they read the text.

Word list

paper bags, waste, landfills, environmental issues, “throwaway society”, made from petroleum, non-renewable resource, don’t rot, not biodegradable, poisonous gases, pollution, photodegradable, food chain, poison, birds, fish, animals, litter, recycle, PlasTax, starch-based bags, blocking drains, cloth bags, boxes, newspaper, reuse, environmentally friendly

Discuss some vocabulary strategies they can use to work out the meanings of words that may be new or less familiar. If you have started a strategies chart (for example, as when reading “The Vege Car”), encourage them to refer to it as they read. Tell them there are a number of definitions and explanations of words in this text (see the PDF for examples). Discuss the sorts of “signposts” the learners can look out for to help them identify these, for example, the use of dashes, words such as “which means”, or brackets. Note that these features may also be used to signal linked ideas. In this text, these vocabulary and language features work together to clarify meaning. There is also an

example of the use of inverted commas on page 18 to signal that the phrase “national flower” is not to be taken at face value. (See the PDF for examples).

During the reading

Remind the learners of the learning goal. Together, set a purpose for reading the text. For example, “We are reading this text to find out about the effects of plastic bags on the environment and what can be done about them.” Point out that their learning goal will help them achieve their reading purpose.

As they read, ask them to look out for any of the Cluster activity words they weren’t sure of so they can use their vocabulary strategies to work them out.

Stop at the end of page 15 and discuss the “signposts” they have noticed and how they have helped their understanding of the text. Focus on the definitions of “biodegradable” and “photodegradable”. Draw attention to the prefixes. By making connections to words they know (for example, “biology” – the study of living things or “biography” – a report about someone’s life), the learners may be able to infer that “bio” means “life”. *So, something that is “biodegradable” can be broken down by bacteria and other living organisms.* Encourage your students to use the definition of photodegradable to infer that “photo” has something to do with the sun or light. Use the dictionary to check.

Ask the learners to read the rest of the text, using sticky notes or note pads to record challenging words. Suggest some stopping places, for example, at the end of pages 17 and 19, where they can review the words on their lists and return to the section of text to use some of the suggested strategies to try to work out what the words are or what they mean. Encourage them to read to the end of each section of text rather than stopping at each challenging word along the way, because this breaks the flow of meaning and ultimately makes it harder to understand. Reassure them that it’s

OK if they feel they’re missing out on some of the meaning the first time they read through the text and that there will be plenty of opportunities to read it again. If necessary, briefly remind them of the decoding strategy of breaking some of the proper names into “chunks” – “Ire-land”, “Bang-la-desh”.

Discuss the use of inverted commas for “national flower” on page 18. You could link this to the photographs on pages 14 and 15 where blown-about plastic bags are clinging to trees like “blossoms”.

While the learners are reading, rove around the group to see how they’re managing, offering support as required and noting any further teaching points. Remind them to refer to the strategies chart for support. Aim to deal individually with any decoding problems so that the “After reading” discussion can focus on vocabulary strategies and language features.

After reading

When everyone has read the whole text and worked out as many word meanings from their list as possible, ask them to identify one example and discuss with a partner (not their reading partner) the strategies they used to work it out. Add any new ideas to the strategy chart.

Refer to the Cluster activity and, together, clarify the meanings of any words the learners were unsure of. Give them the opportunity to rearrange the words if their thinking has changed as a result of reading the text.

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, three strategies they can use that will help them work out word meanings in the next text they read. They could write in their own words or copy from the strategies chart.

Take some time yourself to reflect on the lesson.

Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

You and the learners can select from these activities according to their learning needs. These activities are also included in the [learner guides](#) for this text.

Identifying root words

If you feel that the learners need further practice with decoding and vocabulary, you could use the [Word building activity](#) or the activity described here.

Give the learners a list or set of cards with some or all of the following words, or you can create your own list of words from the text. Ask the learners to create a table and write the word in the left-hand column, the root word in the middle column, and, in the third column, patterns or features they are noticing. Some examples might be some irregular past-tense verb forms (blown/blow, caught/catch, paid/pay); the use of the “un” prefix; or words where the final consonant is doubled before adding “ing”, “ed”, or “er” (shopping, wrapped, bigger).

Word list

shopping, wrapped, surely, bigger, environmental, petroleum, safely, poisonous, gases, pollution, slowly, smaller, mostly, becoming, tangled, blown, contaminated, estimated, countries, introduced, shoppers, dropped, Norwegian, national, banned, caught, stronger, easier, profitable, useful, completely, using, helpers, realised, determined, decided, given, reuse, buying, paid, unexpected, breaking, customers, manager, environmentally, friendly,

Word	Root word	What I’m noticing

Alternatively, you could add in examples of compound words from the text (landfills, sometimes, waterproof, sunlight, supermarket, worldwide, household, shopkeepers, everyone, anyone, outline, anywhere, something, newspaper, cardboard, checkout, without, anything) and contractions (they’re, there’s, don’t, can’t, that’s, it’s, they’d, you’re, you’ve) and use the [Word sort activity](#).

Using vocabulary strategies

Make sure the learners have access to the numbered list of [vocabulary strategies](#). Ask the learners to create a table like the one below. Then ask them to reread or skim through the text and write any words they’re still not sure about in the left-hand column. Encourage them to use one or more of the listed vocabulary strategies and record their predictions about the word meanings. Encourage them to talk about the strategies they’re using and to write the number(s) of the strategies in the third column.

Unknown words	What I think the word means	The strategies I used

Talk with the learners as they’re working, providing help as necessary. Ask them to think about their learning and how successful their strategy use is by asking themselves these questions: *What strategies am I using the most?* (The numbers in the third column will show this.)

Are the strategies working? Are there any words or strategies I need help with?

Lesson guide 2: Language and text features, comprehension

Learning goal: To use language and text features to identify main ideas and see how they are connected in this text.

Before reading

If this is the first time the learners have read this text, ask them to briefly look through the pages to preview the article. Ask them to tell you what sort of text they think this will be (for example, an article, a report, or a personal story) and what they think it will be about. Confirm that this text is a report (or article) and review what text features the learners would expect to see in a report, for example, a title, an introduction that clarifies the topic, a series of paragraphs with information about the topic, examples, and often, a conclusion that will link back to the introduction.

Discuss their predictions about the topic. Ask them to tell you what helped their thinking (for example, noticing the title, subheadings, photographs, and possibly [skim-reading](#) some sections). Confirm that this report is about plastic bags and their effect on the environment. Explain that this text has some ideas that are similar to those in “The Vege Car”. To make connections to the learners’ prior knowledge of environmental issues, briefly discuss what they understand by the term “throwaway society”. Encourage them to make links to their personal experience.

Together, set a purpose for reading the text. For example, “We are reading this text to find out what this writer has to say about plastic bags.” Point out that their learning goal will help them achieve their reading purpose.

Review the strategies the learners can use to identify main ideas within paragraphs, for example, looking for a key sentence (often the first sentence); keeping in mind the overall gist of the

paragraph or text and thinking about what seems most important; and/or looking for key words).

During the reading

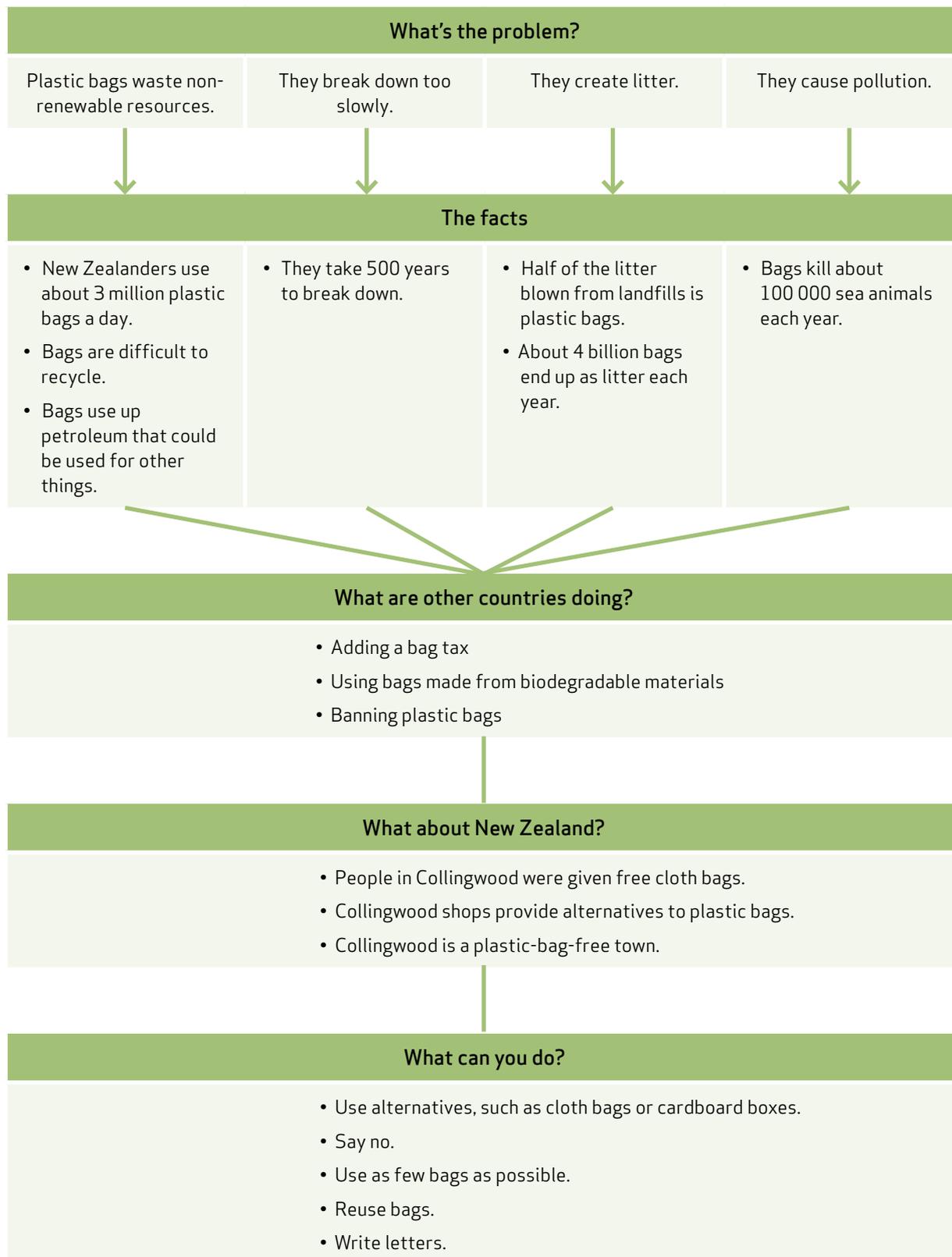
Remind the learners of the learning goal and give each learner a map of the text (a simplified version of a structured overview) that uses the headings in the text. (See the filled-in example below.)

Ask the learners to read the first two pages (the introduction) and identify the main ideas. Tell them that the main ideas from the first two pages of this text are returned to and exemplified in the rest of the text.

Ask the learners to continue reading the text, discussing the main ideas of each paragraph with a partner, and recording their ideas on their copy of the text map. Remind them to look out for similarities between the ideas to help them track the text structure. Rove and provide support as necessary.

After the reading

Together, discuss the learners’ text maps and work together to complete the group version. Allow time for any discussion or questions. Encourage debate, because this will mean that learners need to draw on their knowledge of language and text features to explain their thinking. (Suggested content is provided, but the group may come up with different ideas.)



To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, three strategies they used that helped them work out main ideas or connections between main ideas in the text.

Take some time yourself to reflect on the lesson.

Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

Responding to ideas

Use the [Using “comment codes” activity](#) to encourage the learners to think more deeply about the main ideas in this text.

Finding out more

The learners could use the Internet to find out more about the impact of plastic bags on the environment.



From Corned Beef to Captain Cook: The Art of Michel Tuffery

by Iona McNaughton

Overview

This is a biographical report about well-known New Zealand artist Michel Tuffery.

The learning goals and lesson guides for this text focus on the following reading progressions: Language and Text Features, Comprehension, and Reading Critically. You can have the learners use their learner guides as part of this lesson, or they can use them afterwards for further practice.

Select learning goals with the learners and display them during the lessons.

Lesson guide 1: Language and text features, comprehension

Learning goal: To identify and use some language features and text features to help me follow the main ideas in this text.

Before reading

Ask the learners to preview the text, looking for clues to the topic and type of text (for example, an article, a report, or a personal story). *What helped your thinking?* (For example, reading the title, looking at the photographs, noticing the use of paragraphs, and possibly, noticing some words that stand out in the text, such as proper names.)

Confirm that this article is a short biography (a report about a person) of the New Zealand artist Michel Tuffery. (Clarify that his name is pronounced “Michael”.) Ask the learners to share anything they already know about Michel and his work. Speculate about what corned beef and Captain Cook could have in common.

Review the features of a report (a title, an introduction, a series of paragraphs with information about the topic, and a conclusion, which may link back to the introduction). Remind the group that a biography is a type of report. Discuss what sort of information they could expect to find in a biography, for example, “who”, “what”, “where”, “when”, and “why”.

Remind the learners of the learning goal. Together, set a purpose for reading the text, (for example, “We are reading this text to find information about Michel Tuffery and his art.” Point out that their learning goal will help them achieve their reading purpose.

During the reading

Review the strategies the learners can use to identify main ideas within paragraphs, for example, looking for a key sentence (often the first sentence); keeping in mind the overall gist of the paragraph or text and thinking about what seems most important; and/or looking for key words. This text has particularly clear links between paragraphs, so the learners will be able to use those to help them confirm their understandings.

Remind them of some vocabulary strategies they can use if they’re not sure of word meanings.

If you feel the learners need further support (particularly for the word “Imagine”), model your thinking and use of decoding strategies as you read the first paragraph. A possible example is given below:

This first word looks as if it starts with an “I” but words in English never start with “Im” so it must be a capital “I” – “Im-a-gine” – doesn’t sound like any word I know. I’ll try a soft “g” sound and see if that helps – yes, I think it’s “imagine”. The final “e” must be silent. I’ll check if “imagine” makes sense when I read the rest of the sentence ... Yes, it’s an unusual sentence, but I can see from the photo that Michel Tuffery is an unusual artist. OK, I’ve got a picture in my head of a bull made of corned beef

cans. Now I'm reading on and multiplying that by ten, all life-size. I've noticed that "imagine" is in the second sentence as well. It doesn't look so odd when it starts with a lower-case "i". I think the main idea is that Michel Tuffery recycles corned beef cans to make life-sized sculptures of bulls.

Remind the learners of the learning goal and purpose for reading and have them read the text looking for main ideas in each paragraph that will provide this information. Encourage them to write the headings Who, What, Where, When, and Why on a sheet of paper and jot down information under each heading as they find it. They can do this individually or with a partner. Rove and support the learners, as necessary.

Set a stopping point at the end of page 23. Review what the learners have found out about Michel Tuffery so far. This will involve bringing together main ideas from a number of paragraphs, using information that is explicitly stated as well as making inferences using “clues”. For example:

- he makes life-sized animal figures out of recycled cans (paragraphs 1-4);
- sometimes he adds motors and fireworks to his figures (paragraphs 2-3);
- he's a New Zealander of Samoan heritage (paragraph 3);
- he has been an artist for many years (paragraph 4).

Tell the learners to be on the lookout for a lot more information as they read on about why Michel Tuffery became an artist and what motivates and inspires him. Continue to rove and support the learners, as necessary.

After the reading

Together, record a summary of what the learners have found out about Michel Tuffery, using the Who, What, Where, When, and Why headings as a guide. Encourage the learners to share their responses to the idea of Michel overcoming the

challenge of dyslexia and of his belief in using art as a language.

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, three strategies they used that helped them work out main ideas about Michel Tuffery.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text right through.

Follow-ups and further practice

Identifying main ideas

Use the activity [Identifying main ideas](#). Write paragraph headings on cards and ask the learners to match the cards to the appropriate paragraphs as they read. Suggested headings are provided below. The numbers refer to the paragraphs.

1. A lot of tins, 2. Flaming bulls, 3. An idea from Sāmoa, 4. Fish and turtles, 5. A proud daughter, 6. Telling stories with art, 7. Art as a language, 8. Drawing at school, 9. Inspiration at the museum, 10. Dyslexia, 11. Discovering art galleries, 12. and 13. Two obsessions, 14. The third obsession, 15. Stories from history, 16. Two sides to every story, 17. Final words from the artist.

When they've matched all the headings, have them talk with a partner about what strategies they used to make their decisions.

Links between paragraphs

Have the learners work in pairs to identify the links between paragraphs. Print out and give each

pair of learners a section of text, for example, paragraphs 1–4, 5–8, 9–13, or 14–17. Have them reread the section of text and then take turns explaining to their partner how each paragraph links to the one before it. Prompt them to look especially for links between the last sentence of one paragraph and the first sentence of the following paragraph, for the same words repeated across paragraphs, specific references, and the use of linking words such as “also”, and “like”. Encourage them to highlight or underline examples on the printout. (See the [PDF](#) for examples.)

Exploring word meanings and main ideas

Provide some key words and phrases from the text on cards and have the learners, working in pairs or small groups, explain their significance to the text. Suggested examples:

Word list

corned beef, Captain Cook, bulls, faga’ofe, culture, family, journalist, research, questions, painting, sculpture, video, first language, stories, writing, museum, moa, inspire, dyslexia, art galleries, rugby, obsessed, reading, New Zealand, the Pacific, history

Finding out more

The learners could use a library or the Internet to find out more about Michel Tuffery or another New Zealand artist who interests them.

Note that there are strong links between this text and some of the texts in Collections 2: “*Playing with Words*” (an autobiography by writer Apirana Taylor) and “*In the Picture: Gus Sinaumea Hunter, Illustrator*”.

Lesson guide 2: Comprehension, reading critically

Learning goal: To compare and discuss the ideas in three texts with similar themes.

Before reading

Remind the learners of the discussion you had when you first introduced this book and make links between this discussion and others you’ve had as you’ve completed each text. Look at the cover together and review the connections each article has to the title.

Tell the learners that you want them to probe a little deeper to identify similarities across “The Vege Car”, “Don’t Miss It!”, and “From Corned Beef to Captain Cook: The Art of Michel Tuffery”. Draw out the idea that these three texts focus on people, unlike “Plastic Fantastic?”

Have a number of cards with the names of the focus people on them and give out two cards (with different names) to each pair of students. Give each pair a few minutes to recall as many ideas as possible about what their two focus people might have in common. Encourage them to note down any questions they have thought of as a result of this activity, for example, information they have forgotten or aren’t sure of.

Give out copies of the following table (with only the headings filled in). Tell them you want them to reread the two relevant texts, recording main ideas under the headings in the following table. Read and discuss the headings together so that the learners are clear about the task. (The rest of the table has been filled in for tutor reference. You and the learners may come up with different ideas.)

Remind the learners of the learning goal. Together, set a purpose for the reading. For example, “We are rereading these texts to remind ourselves of the main ideas about these people.” Point out that,

in contrast to the usual pattern, this time their reading purpose will provide the “raw material” to help them achieve their learning goal.

During reading

You can suggest that learners with the same two focus texts could work as a small group, discussing their ideas as they find and record them. Remind them that some information will be stated explicitly in the text; some will need to be combined (synthesised) from information across a number of paragraphs; and some will need to be inferred. You could ask the learners to add the letters “E” (explicit), “S” (synthesised), and “I” (inferred). Rove and support the learners as they work, encouraging them to explain how they’re identifying relevant information. Emphasise that they must be able to provide evidence for anything they add to the table, for example, by explaining the basis for an inference.

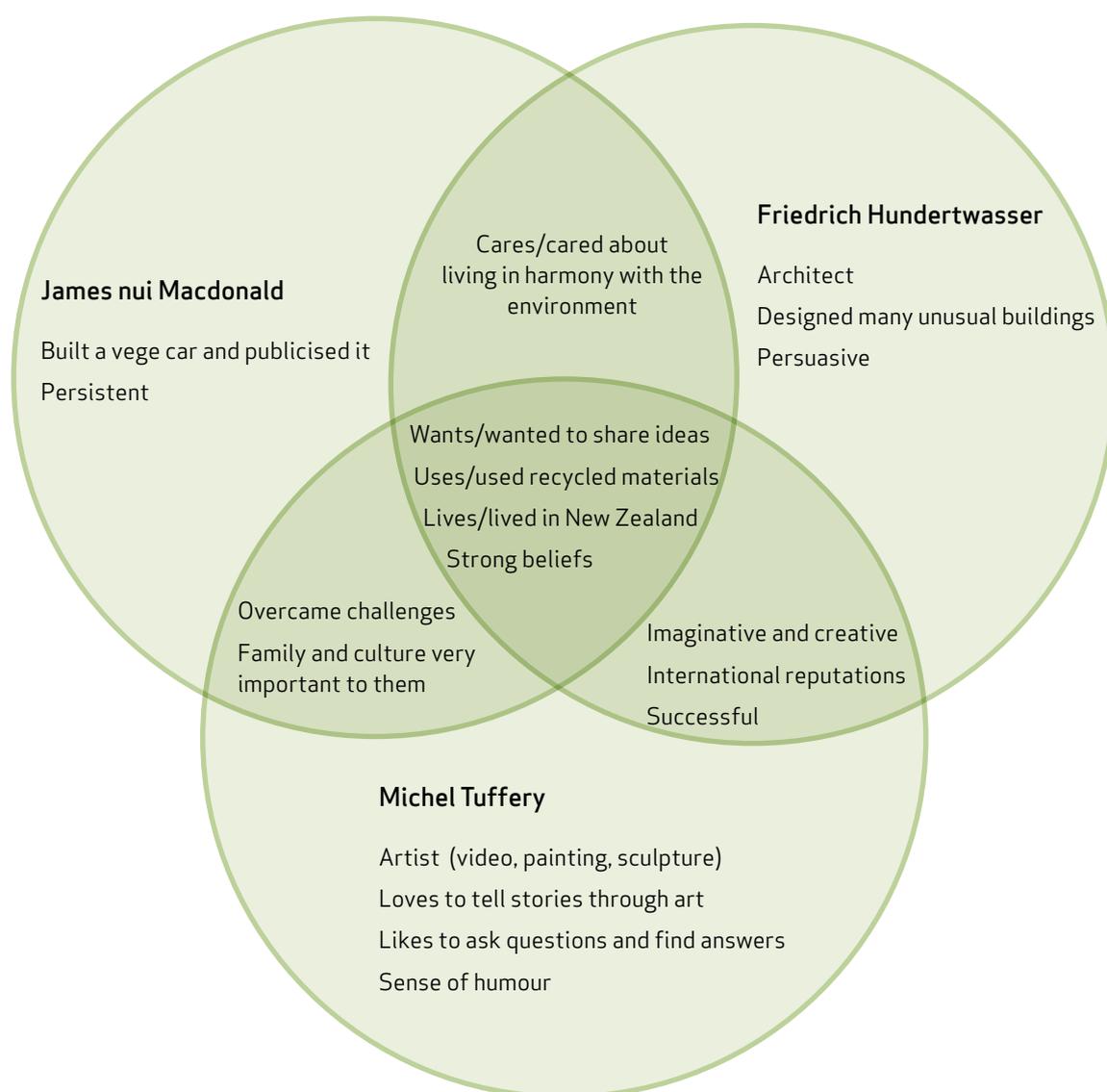
Name of the focus person	What significant thing(s) did they do?	Why did(do) they do this? (What is their motivation?)	How does this link to the idea of recycling (Using It Again)?	What can we infer about their character?
James nui Macdonald	Built a car that runs on recycled vegetable oil Drove the car all over NZ to tell people about it	To save money To protest against war To support traditional Māori values To help the environment To tell people about how they can do it too	Uses recycled vegetable oil in his car	Ingenious Persistent Resilient – overcame challenges (didn’t give up when the car got damaged) A family person
Friedrich Hundertwasser	Became a world-famous architect Designed many unusual but environmentally friendly buildings	Had strong beliefs about living in harmony with the environment	Included recycled materials in his buildings, e.g., bottles as “windows”	Imaginative Persuasive – managed to convince people to use his ideas
Michel Tuffery	Became an artist with an International reputation Creates paintings, videos, and life-sized sculptures of animals Overcame dyslexia Tells stories through art	“Obsessed” with art Wants to tell stories through his art Likes to ask questions and find answers then use his art to tell people some of the answers	Uses recycled objects in his art	Sense of humour Imaginative Resilient – didn’t give up on education even though he had dyslexia Interested in people’s stories Values his family and culture Loves what he does

After reading

When the learners have filled in as much as they can, have the groups come together to compare their ideas and agree on an overall summary chart. You could record this on a chart, screen, or whiteboard.

Remind the learners of the learning goal and have them examine the completed summary chart to look for similarities. *What do these three very different people have in common?*

Together, create a Venn diagram, using the information and inferences in the group chart. (An example is provided below.) Encourage debate and discussion. Draw out the idea that these are just brief texts, so they won't tell us everything about the person. For example, it's highly likely that Hundertwasser also “valued his family and culture” but there isn't enough information in the text for readers to make this inference.



To end the lesson

Remind the learners of the learning goal and ask them to record, in their notebooks, two examples of inferences they made about the focus people, and the evidence they used to make the inferences.

Take some time yourself to reflect on the lesson.
Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

When the learners have read Collections 2, you could carry out a similar activity comparing the main ideas in the article about Michel Tuffery with those about Apirana Taylor or Gus Sinaumea Hunter.

Decoding strategies: working out what the word is

1. Looking for the parts of the word that are familiar.
2. Breaking the word into smaller “chunks” or syllables.
3. Remembering that some letters or combinations of letters have more than one sound.
4. Looking for root words and using knowledge of how suffixes and prefixes can affect the form or meaning of a word.
5. Thinking about how some words “belong together” (“service station”, “fast food”, “support staff”, “kitchen hand”, “fuel system”).
6. Thinking about what makes sense and what “fits” in the sentence.

Vocabulary strategies: working out what the word means

1. Thinking about the overall topic or the meaning of the particular sentence or paragraph.
2. Reading on to the end of a sentence or paragraph or rereading the previous sentence to look for clues.
3. Remembering that some words can have more than one meaning and thinking about which meaning makes most sense.
4. Looking for definitions or explanations in the text.
5. Recognising figures of speech (where words or phrases may take on a meaning that is different from their usual meaning), for example, “smooth sailing”.
6. Looking up the word in a dictionary.

