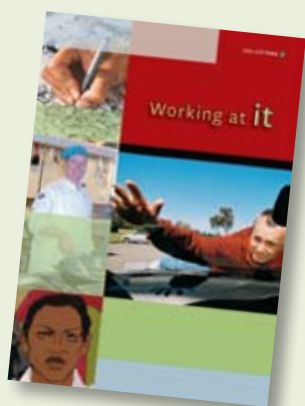## Collections 2: Working at it

This educator support material has possible learning goals and learner 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 learner guides for each text in this collection. 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 learner 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 learner 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 learner 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 or of graphic organisers you can use. There are also guides for learners to use independently for practice.

Introducing the book

Make sure every learner has a copy of the book (Collections 2: *Working at it*). 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 ideas related to careers, training, or practising.)

Ask the group to focus on the bottom left illustration. *Keeping in mind the likely theme of this collection, what's a question you have in your head about this illustration?* Refer to the lesson guides to begin the reading of "Playing with Words".

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 and to build up a picture of the particular connections between the cover photographs from each individual text and the overall theme.

Playing with Words

by Apirana Taylor

Overview

In this autobiographical report, Apirana Taylor describes how and why he became a writer. The report includes an example of his work (the poem "Te Kooti") and advice for aspiring writers.

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 use text and language features to help me find main ideas in this text.

Before reading

Ask the learners to look at pages 2 and 3 for clues to the topic and type of text (for example, an article, a report, or a personal story). *What helped your thinking?* Responses could include: the previous discussion about the book cover, the title of the article, the name of the writer, the photograph, the introductory section at the top of page 2, the illustrated poem on page 3, and possibly, noticing some words that stand out in the text, such as the word "I" and proper names, text within quote marks, and the strange appearance of the word "rocketed" in the second paragraph.

Confirm that this article is a type of biography (a report about a person) about the New Zealand writer Apirana Taylor. Prompt the learners to look again at the name of the writer so that they notice that in fact, this report is by Taylor himself. Introduce the term "autobiography". Make connections to their understanding of the word "biography" and briefly discuss the derivation of the word – "auto" (meaning "self"), "bio" (meaning "life"), and "graph" (to do with something written or drawn). (This aspect is explored further in Follow-ups and further practice.) *What sort of information would you expect to find in an autobiography?* Encourage the learners to make connections to any biographies they have read.

Have the learners work in pairs to read just the first sentence of each paragraph of the body text (not the poem), to get a more specific idea of the content. If necessary, clarify that the beginning of a new paragraph is signalled by a double line space.

As a group, review what information the learners now expect to find. Record their predictions as headings on a chart or whiteboard, for example, His childhood, Why he decided to become a writer, What he liked about writing, How he got started, How he became successful, Why he writes. Draw attention to the first sentence on page 6. Point out that in this case, the first sentence doesn't give us much of a clue to what the paragraph is going to be about. Have the learners read more of the paragraph to identify the key sentence (the second one). Add the final heading, Skills you need to be a creative writer. (Note that although the focus of the article is his writing, Taylor is also an artist, actor, and director. This is mentioned briefly on pages 4 and 5.)

Remind the learners of the learning goal (and, possibly, of the question they have in their heads about the illustration on the front cover). Together, set a purpose for reading. For example, "We are reading this text to find out about Apirana Taylor and to test our predictions about the front cover illustration." Point out that their learning goal will help them achieve their reading purpose.

Review the strategies they have already used (previewing the text, reading the first sentences of each paragraph, and making predictions) that have helped them get an overall picture of the content. Discuss more strategies the learners can use to identify main ideas within paragraphs, for example, keeping in mind the overall gist of the paragraph or text and thinking about what seems most important, and/or looking for key words). You can have the strategies on a chart for the learners to refer to as they read.

2

During the reading

Share-read the introductory section in the green box at the top of page 2. *Who wrote this? How do you know that this section wasn't written by Taylor?* If necessary, prompt the learners to notice that it is written in the third person (using "his" rather than "my"). Draw out the idea that this section would have been written by an editor and, as such, is not acknowledged within the text.

What does this section tell us about Apirana Taylor? How do you know?

For example:

Taylor is a writer – stated in text

He has Māori and Pākehā heritage – stated in text

His mother has died – use of "was"

His father is still alive – use of "is"

Ask the learners to read page 2, looking for information that supports the heading on the chart. Ask them to note any challenging vocabulary on sticky notes or note pads and remind them of some vocabulary strategies they can use to help work out word meanings. Don't slow their reading by asking them to write anything else on the first read-through.

Review what the learners have found out so far. Encourage them to share their responses to the text, for example, the fact that Taylor found reading difficult when he was a child. If they have read Collections 1, they may note the connection to artist Michel Tuffery and his early reading difficulties. Draw attention to the use of past-tense verb forms to describe events in Taylor's past.

Have the learners read page 3. Clarify that the poem on the right is the outcome of his proposed five-hundred-page poem. *Why do you think he ended up with a 13-line poem instead?* Draw out the idea that poetry can often convey multiple ideas in a very few carefully chosen words. Share-read the poem, but postpone a more detailed discussion of it until another lesson.

Have the learners read the rest of the text, stopping after every few paragraphs to review and discuss with a partner the information they've found that supports the headings on the chart. Rove and provide support as necessary.

After the reading

Remind the learners of the learning goal. Give out a map of the text with just the headings filled in and have the learners work in pairs or small groups to refer to the text and fill in main ideas that support each heading. Suggested content is provided below, but the group may come up with different ideas. Write notes rather than full sentences.

Main ideas about Apirana Taylor

Introduction
An award-winning writer
Māori and Pākehā heritage
Wrote this article

His childhood
Loved playing with words and phrases
Found reading difficult
Teacher helped him

Why he decided to become a writer
Wanted to be a journalist like his father

What he liked about writing
Satisfying
Thought that words could paint pictures
Could write well
Was encouraged by teachers

How he got started
Remembered how much he used to like writing when he saw Alistair Campbell reading his poetry on TV
Took two months to write his poem Te Kooti

How he became successful
Worked at it – did other jobs by day and wrote at night for ten years

Why he writes
Writing is in his blood – many family members are writers
Writing is like breathing to him
Loves writing
Feels free when he uses his imagination
Thinks that a finished poem is like getting close to perfection

Skills you need to be a creative writer
Talent
Hard work
Luck
Tenacity
Sensitivity
Thick skin

Ask the learners to share their text maps and complete an agreed 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. Note that the article doesn't include much detail about how Apirana Taylor became successful – the time sequence skips thirty years, from the past to the present, on page 4.

Focus on main ideas listed under the final heading. Explain the meaning of "tenacity" (sticking with something, not giving up). *Are these all "skills"?* Draw out the idea that some of these items are qualities or characteristics rather than skills. Have the learners reread the paragraph and suggest a more appropriate heading, for example, "How you can become a successful creative writer." Take some time to discuss the difference between a "writer" and a "creative writer".

If the learners also want to discuss the poem "Te Kooti", see the suggestions in Lesson guide 2.

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 identify 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

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. You can also refer to the activities in Lesson guide 1.

Exploring word meanings

Draw attention to some key vocabulary. Write words from pages 2–3 and 4–6 on cards, using different colours for the two sets so they don't get mixed up. Have the learners work in two groups to find the words or phrases in the text and write a definition or explanation underneath the word. Remind them of the vocabulary strategies they can use and have a dictionary available. Have each group share their definitions with the whole group.

Page 2: words and phrases, memorable, journalist

Page 3: create atmosphere, express my feelings, develop my imagination, encouraged, creative writing, epic

Page 4: editing, rush of exhilaration

Page 5: playwrights, screenplay, perfection, implode

Page 6: talent, tenacity, sensitivity, hard knocks

Have the learners choose one key word each and say why it's important to the text.

"Playing with words"

Have the learners draw on their own knowledge of language and use the dictionary to list six (or more) words that include the prefixes "auto" or "bio" or the suffix "graph". (They may also find examples of words where graph is used as a prefix, for example, "graphology", "graphite".) Using what they know about the meaning of these affixes, have them write a definition for each word, referring to the dictionary as necessary. Tell them that the prefix "auto" can also mean "car" as in "automobile" but that you want them to find words where the meaning is "self". If necessary, start them off with some examples:

autograph, automatic
biology, biodegradable
photograph, telegraph

Encourage the learners to note the meanings of any new prefixes or suffixes they discover as a result of this activity, for example, "-logy" (the study of") in "biology" or "tele" ("at a distance") in "telegraph".

Exploring main ideas

Ask the learners to discuss with a partner how the main ideas in the text are reflected in the illustration on page 6. Note that this illustration is by Rebecca Ter Borg, not Apirana Taylor (see the inside back cover). Have them write their ideas directly on a printout of page 6.

Finding out more

The learners could read other texts in the Collections series (*"From Corned Beef to Captain Cook: The Art of Michel Tuffery"* (Collections 1) and *"In the Picture: Gus Sinaumea Hunter, Illustrator"* (Collections 2) or use the Internet or a library to find out more about Apirana Taylor or another writer or artist who interests them. They could use the information they find to write a short report.

Lesson guide 2: Vocabulary, comprehension, reading critically

Learning goal: To make inferences about Apirana Taylor using the information and ideas in this text.

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

Tell the learners that you want them to probe a little deeper to make inferences about what makes Apirana Taylor a successful writer. Explain that

inferences involve reading between the lines of a text and coming to a conclusion about what the writer means even when it isn't stated explicitly. The reader draws on clues in the text, their prior knowledge (including vocabulary knowledge), and the overall meaning or purpose of the text, to make a "best guess" about what the writer means. For example, Taylor skips thirty years between paragraphs 2 and 3 on page 4 without giving any explicit information about what changed to make him successful. The reader could infer that he had enough success with the writing he did in the ten years when he was also working at other jobs during the day for him to become a full-time writer.

During reading

Use the poem as an example of how to make inferences. (This poem has many levels of meaning, and just one aspect is covered here.) Remind the learners of the learning goal. Set a purpose for the reading, for example, "We are reading this to infer Taylor's purpose in writing this poem." Find out what the learners know about Te Kooti (a nineteenth-century Māori leader and founder of the Ringatu religion). Share-read the poem. Then reread it, verse by verse, discussing the images. Draw out the idea that the poem includes contrasting images and ideas – life and death, black and white, fire and ashes, past and present. If necessary, use a dictionary to clarify the meaning of the word incubus.

Model your thinking about the poem:

I'm keeping in mind that Te Kooti founded the Ringatu religion, so he would have been a respected and important figure in Maori history. But I can see words like "cold", "ashes", "safe in our houses", "stripped", and "distant" that all suggest to me that the poet is not pleased with what is happening in the present. So I'm inferring that the poet is lamenting that Te Kooti is no longer relevant in people's lives.

If necessary, clarify how you used prior knowledge, the contrasts in the poem, and specific word

choices to help you make your inferences.

Review the purpose for reading the rest of the article – to gain a deeper understanding of why Taylor is a successful writer.

Give out copies of the table below (with only the headings filled in). Tell the learners you want them to record information under the headings in the following table. Read and discuss the headings together so that the learners are clear about the task. 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 making their inferences. Emphasise that they must be able to provide some evidence for their inferences – they must be based on clues in the text. Some information may fit in more than one box. (The table has been filled in for tutor reference, but you and the learners may come up with different ideas.) Note that for the purposes of filling in the fifth column, the nouns "tenacity" and "sensitivity" need to change to the adjectives "tenacious" and "sensitive".

Name	Achievements	What is his motivation?	How does this link to the idea of "Working at it"?	What can we infer about his character?
Apirana Taylor	• award-winning • successful • writer, artist, actor, director • poetry, a novel, short stories, plays • overcame reading difficulty • "paints" with words	• loves playing with words • likes to create atmosphere, express feelings, tell stories • passionate about writing • writing is "in his blood" – lots of his relations have a gift for using language • feels free when he uses his imagination • feels that a good poem is close to perfection • was encouraged by teachers • saw Alistair Campbell reading poetry on TV	• tenacity • sticks with a task – spent 2 months working on his first poem • works hard – spent 10 years writing at night and doing other work for about 10 hours a day • has been writing for over 30 years • writes a lot • overcame reading difficulty	• hardworking • loves what he does • passionate (would explode or implode if he couldn't write) • imaginative • versatile – writes, paints, directs, has acted • talented • determined – overcame childhood reading problem • proud of his family and culture • lucky • tenacious • sensitive • thick skin

After reading

When the learners have filled in as much as they can, have the group compare their ideas and agree on an overall summary chart.

Ask the learners to share some examples of inferences they made and discuss the strategies they've used. They could refer to their "E", "S" and "I" codes to help them recall their thinking.

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 during the lesson 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

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. You can also refer to the activities in Lesson guide 1.

Comparing ideas across texts

If the learners have read *"From Corned Beef to Captain Cook: The Art of Michel Tuffery"* in Collections 1, you could have them work in pairs to reread the article and repeat the chart activity. Ask them to examine the completed summary chart to look for similarities to help them infer what these two people have in common. Remind the learners that they must have some evidence for their inferences. See below for an example of a completed chart with similarities highlighted.

Have the learners create a summary list of the commonalities. Tell them to look for the general

ideas rather than specifics, for example, both had reading difficulties, but although Tuffery's early reading problems are identified as dyslexia, Taylor's are not. Encourage debate and discussion. An example of a generalised summary list is given below.

Name of person	Achievements	What is his motivation?	How does this link to the idea of "Working at it"?	What can we infer about his character?
Michel Tuffery	• successful artist • 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	• "obsessed" with art • he does research and puts the answers to his questions into his art • reads a lot • overcame dyslexia	• 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 • talented • versatile – paints, does sculptures, and makes videos

What do Michel Tuffery and Apirana Taylor have in common?

Successful

Artists (Taylor's writing is like art – he "paints" with words)

Overcame childhood reading difficulties

Storytellers

Imaginative

Value family and culture (Taylor's heritage is mentioned in introduction; mentions his family a lot; wanted to be like his father)

Love what they do – passionate, obsessed

Talented

Versatile (Tuffery does painting, sculpture, video; Taylor does writing and art and has done acting and directing)

Finding out more

The learners could use the Internet or a library to find out more about Te Kooti. They could use the information they find to write a short report.

In the Picture: Gus Sinaumea Hunter, Illustrator

by Janice Marriott

Overview

This biographical report gives information about Gus Sinaumea Hunter's life and his work as an illustrator. It includes detail about the process of illustrating and personal tips from Hunter.

The learning goals and lesson guides for this text focus on the following reading progressions: Vocabulary, Language and Text Features, and Comprehension.

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

Lesson guide 1: Language and text features, comprehension

Learning goal: To use language and text features to identify main ideas in this text.

Before reading

Return to the front cover of Collections 2 and draw the learners' attention to the top left photograph. Encourage them to make connections to any previous discussion of the cover, and what the hand in the photo is doing. Then have them turn to page 7 to review their predictions. Confirm that the cover photo shows Gus Sinaumea Hunter at work on an illustration. Have them preview pages 7–11, looking for clues to the content and type of text. *What helped your thinking?* (For example, the title of the article, the photographs and illustrations, the headings, and perhaps some words that stand out in the text, such as proper names.)

Write the title and the main headings from pages 9, 10, and 11 on the whiteboard. Clarify that the headings indicate that the text is made up of three sections – a biography (pages 7–8), a description of the illustration process (pages 9–10), and advice from the illustrator (page 11). Briefly draw attention to the "k" sound for "ch" and the silent "ue" in "technique". Explain that the word came from French and reflects different spelling "rules".

Focus on pages 7–8. *What would you expect to find out about Gus Sinaumea Hunter in this section?* Make connections to other biographical reports the learners have read, for example about Michel Tuffery (Collections 1) or Apirana Taylor (*Collections 2*). Draw out the idea that there will probably be information about his childhood and education, why and how he became an illustrator, and how he feels about his work.

Ask them to share anything they already know about Hunter. *How is an illustrator different to an artist?* Clarify that an illustrator produces artwork to support a written text. An illustrator is also an artist, but not all artists are illustrators.

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 Gus Sinaumea Hunter and his work as an illustrator." Point out that their learning goal will help them achieve their reading purpose.

Remind them of some *vocabulary strategies* they can use if they're not sure of word meanings. Tell them that there are many technical words in this text that they may find challenging on the first reading and that you will focus on them more when they have identified the main ideas of the text. Ask them to note challenging words on sticky notes or note pads.

During the reading

Give each learner a *map of the text* with just the headings filled in. Have them work individually or in pairs to read each of the three sections of text,

discussing and recording main ideas under each heading. If you want to reduce the difficulty level of the task, you can assign sections of the text to specific groups of students who can then share their ideas with the whole group, or you can have some of the text map already filled in as examples.

Tell the learners to try and write the ideas as briefly as possible. They don't need to write in full sentences or always use pronouns because these are just notes to help their thinking.

If you think your learners need more support, model your thinking on the first two paragraphs. For example:

I know that the main idea of a paragraph is often in the first sentence and that seems to be the case here. The most important idea here is that he's an illustrator. The rest of the paragraph is interesting but not as important. I'm not sure about the first sentence of paragraph 2. It's interesting that his brothers all loved to draw but this article is about Gus so I think that the idea of copying illustrations from comics seems to be most important here. I can check this as I read further. If his brothers are mentioned again, then I might need to rethink.

While the learners read the text, rove and provide support as necessary. If you're having all the learners read the whole text, you could stop at the end of pages 8 and 10 to review how they're going and answer any questions. (Suggested content is provided, but the group may come up with different ideas.)

Text map – In the picture: Gus Sinaumea Hunter, Illustrator	
Section of text	**Main ideas**
Biography (pages 7-8)	**Paragraph 1** Gus is an illustrator.
	Paragraph 2 As a child, he copied illustrations from comics.
	Paragraph 3 (2 main ideas) Inspired by famous artists like Michelangelo. Had a special interest in drawing people.
	Paragraph 4 (2 main ideas) Worked in an office first. Enrolled for a Visual Communication course.
	Paragraph 5 The course was a turning point and he has been an illustrator ever since.
Procedure (pages 9-10) **Illustrating – how does he do it?**	**Getting to know the story** Reads and visualises the story.
	Planning Decides about the illustrations: – what parts to illustrate – what perspective to use – what viewpoint to show – whether to work from photos or his imagination.
	Sketching (4 steps) Does rough sketches in pencil. Sends photocopies to his publisher. The publisher approves the sketches. Gus does the actual illustrations.
Choosing a technique	**Painting by hand (4 steps)** Coats illustration board with gesso. Transfers the rough sketches. Paints the background. Paints the foreground and figures.
	Computer-assisted illustrations (2 steps) Scans in rough sketches. Uses software programs to colour them.
Advice (page 11) **Tips from Gus**	Make a picture in your head. Draw what you see. Do the background first when adding colour. Study the anatomy of the human body so you can draw it accurately. Practise.

After the reading

Together, discuss the learners' text maps. Allow time for any discussion or questions, including questions about technical vocabulary. Encourage debate, because this will mean that learners need to draw on their knowledge of language and text features to explain their thinking.

Have the learners identify one main idea from the text that surprised or particularly interested them and have them explain why to a partner.

To end the lesson

Remind the learners of the learning goal. Ask them to select two boxes from the filled-in text map and write, in their notebooks, the strategies they used that helped them work out main ideas for those sections.

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. See Lesson guide 2 for Vocabulary activities.

Responding to ideas

Have the learners use the Using "comment codes" activity [page 52] to encourage them to think more deeply about the main ideas in this text.

Using information

Have the learners focus on the contrast between painting by hand and using the computer and discuss the possible advantages and disadvantages of each technique.

Using language features

Give the learners paragraphs 1–5 cut out from a printout of the text (without the illustrations) and have them look for indicators of time, such as, "All through school", "When", "Then", "for four years", and "ever since", and other clues, such as "grew up", to put the paragraphs into the correct sequence.

Finding out more

The learners could use the Internet or a library to find out more about Gus Sinaumea Hunter or another artist or illustrator who interests them. They could use the information they find to write a short report.

Lesson guide 2: Vocabulary

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

This lesson guide is intended as a follow-up to Lesson guide 1 and assumes that the learners have already identified the main ideas in the text.

Before reading

Draw attention to the word "Illustrator" in the title and ask the learners to identify the root word. Create a word family together (illustrate, illustrates, illustrated, illustrator, illustrating, illustration). Prompt the learners to notice how the final "e" changes to an "o" in the word illustrator.

Use a Clustering activity to link into the learners' knowledge of the topic and topic-related vocabulary. Write key words from the text on sets

of cards and give the sets to pairs or small groups of learners to arrange according to the meanings of the words. A suggested list is provided below.

Word list
Michelangelo, skeletons, bones, muscle, human, proportions, body, positions, hands, anatomy, limbs, visualises, decides, transfers, draws, scans, freelance, acrylic, computer, illustrator, characters, perspective, viewpoint, imagination, rough sketches, pencil, publisher, illustrations, techniques, illustration board, gesso, texture, Photoshop, paint, background, foreground, figures

Ask the learners to share their reasons for the way they've grouped the words.

If there are still some cards in the "Don't know" pile after the discussion, remind the learners that they will soon have the opportunity to reread them in the text. Discuss some vocabulary strategies they can use. If you have started a strategies chart (for example, when reading "The Vege Car", Collections 1), encourage them to refer to it as they read. Tell them that the text includes definitions of some of the words, using brackets.

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 learn more about Hunter and how he does his illustrations." Point out that their learning goal will help them achieve their reading purpose.

Ask the learners to read the rest of the text, using sticky notes or note pads to record challenging words. They may already have noted some words from the first reading of the text (Lesson guide 1). 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 the text harder to understand.

Stop at the end of pages 8 and 10 for the learners to review the words on their lists. Encourage them

to reread the section of text and use some of the suggested strategies to try to work out what the words are or what they mean. Prompt them to make connections to the Clustering activity and associated discussion to help them with their thinking.

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 the strategies they used to work it out. Add any new ideas to the strategy chart.

Draw the learners' attention to the words "coats" and "figures" (page 10) and point out that there are some words like these in English that have many different meanings, depending on the context in which they are used. Reread the paragraph that contains these words and discuss which meaning is intended. Discuss other meanings of these words.

Refer to the Cluster activity and together, referring to the text and/or a dictionary, 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.

Allow time for the learners to ask you 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. You can also refer to the activities in Lesson guide 1.

Identifying root words

If you feel that the learners need further practice with decoding and vocabulary, you could use the Word building activity [page 30] or the activity described here.

Give the learners a list or set of cards with some or all of the following words, or 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 or features they are noticing, for example:

- the "y" at the end of the root words such as "copy" and "study" changes to "ie" in "copied" and "studied";

- the "tion" endings for "illustration" and "imagination".

Word list

illustrator, grew, older, superheroes, artists, centuries, amazed, copied, studied, attached, finished, realised, writing, carving, painting, wooden, introductory, Samoan, learned, carefully, dramatic, visualise, viewpoint, imagination, publisher, approved, illustration, background, finally, foreground, visualise, adding, hardest, workshops,

Word	Root word	What I'm noticing

Unpacking contractions

Have the learners scan the text to find examples of contractions (they'd, who'd, he'd, didn't, I've, he'll he's, that's, can't, I'm, it's, I've) and write them as their expanded versions. Note that some contractions, such as "they'd", "who'd", "he'd", and "he's" and "that's" can have more than one interpretation. For example, "they'd" could be short for "they had" or "they would" and "he's" could be short for "he is" or "he has", so the learners will need to read the contractions within the context of the sentence to make the correct choice. Draw out the idea that writers often use contractions to make their writing seem less formal.

Practising 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.)

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

Words and definitions

Have the learners select five word cards from the Clustering activity at the beginning of the lesson and write definitions for them, using the text and/ or a dictionary for support. Alternatively, they could select their own words from the text to write definitions for. Or you could select some words to use for Pair definitions [page 40].

Working on Ice
by Philippa Werry

Overview

This report describes Donna Wightman's work as a chef at New Zealand's Scott Base in Antarctica.

The learning goals and lesson guides for this text focus on the following reading progressions: Vocabulary, Language and Text Features, and Comprehension.

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

Lesson guide 1: Vocabulary, comprehension

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 a person who works at Scott Base in Antarctica. To hook into their prior knowledge (of the topic and topic-related vocabulary), ask them to brainstorm what they know about living and working in Antarctica. As the discussion proceeds, record key words on a chart or whiteboard.

Ask the learners to preview the text to find out what sort of text this is and to find out what sort of work it will be about.

Confirm that this text is a report (or article) about a chef and briefly review the 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, headings, examples, photographs, and often, a conclusion, which may link back to the introduction.

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 this chef's experience of working in Antarctica." 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. Draw out the idea that the headings in this text provide extra support.

Write the headings from the text on a chart or whiteboard and discuss them. Note that all but one are in the form of questions. The learners can infer that the answers will be provided in the text. Draw out the idea they can use the heading questions as guides to the main ideas.

Discuss some strategies they can use to decode words and/or work out the meanings of words that may be new or less familiar. Have a strategy chart that the learners can refer to.

During the reading

If you feel the learners need further support, share-read the first paragraph and "think aloud" to model your use of vocabulary strategies and language features. For example:

The first sentence is telling me that this is going to be about Scott Base. "It houses …" – that sounds a bit odd. I'll read on … "It houses about eighty people …" – that makes sense, the word "houses" is being used as a verb here. I can see a comma after "summer" so that's showing me the sentence isn't finished yet. The writer is using the word "although" and I know that words like "although" or "but" or "however" usually mean that there's going to be a change or contrast – here it is, I see there are eighty people in the summer but only ten or twelve in the winter. Many of them are – this word looks a bit like science … scientists. Those are the sorts of people I'd expect to see at Scott Base but here's a "but" – there are lots of people there who aren't scientists. The dash after "jobs" is showing me there's more information to come. Here it is, a list of the other jobs. This word looks strange: me–chan–ic? mec–han–ic! The "ch" has a "k" sound here … "mechanics and engin … eers."

Draw attention to the strategies you've used:

- reading on (to check the word "houses");
- noticing punctuation (the comma after "summer", the dash before the list of support staff);
- noticing "signpost" words ("although" and "but");

- looking for root words to support decoding ("scientists", "engineers");
- breaking a longer word into chunks to support decoding ("mechanic") and trying out another way of breaking it up when the first try didn't help.

Discuss the main idea in the paragraph – that it's not just scientists who work at Scott Base.

Ask the learners to read the next paragraph on page 12. Tell them that there are language features that will help their understanding. For example, the paragraph has many cohesive devices that "signpost" the links between ideas ("so", "But", "– and", "In fact", "because", "Every aspect, from … to … and…". (See the annotated PDF for some highlighted examples, in context.)

Discuss the main idea here – that good food is vital but it needs to be carefully planned for. If necessary, support the learners with strategies for working out the meaning of "nutritious". For example, prompt them to draw on:

- their knowledge of other forms or uses of the word, such as in the phrase "good nutrition", meaning "healthy eating";
- the meaning of the rest of the sentence, which supports the idea that "nutritious food" is food that keeps you healthy and gives you energy.

You could also have the learners look it up in a dictionary to check.

Remind the learners of the learning goal, and to use the headings as guides to the main ideas. Have them read page 13. *So, who **is** in charge here? In charge of what?* Draw out the idea that the learners can infer the rest of the question from what they've read in the previous paragraph.

Review how the sequence of main ideas so far has led the reader to the focus of the article, Donna Wightman:

- many people live on Scott Base (paragraph 1)
- food supplies need to be well organised (paragraph 2)

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- chefs organise the food; there are two chefs in summer and one in winter (paragraph 3)
- the winter chef is Donna (paragraph 4).

Discuss the use of indicators of time in the first paragraph on page 13 to clarify when and why there are two chefs or one.

Now that the context is clear, have the learners read the rest of the text, thinking about the questions in the headings and looking for answers as they read. Remind them to look out for some of the language features you have discussed to help them as they read.

Ask them to use sticky notes or note pads to record challenging words. Suggest some stopping places, for example at the end of every section with a heading, where the learners can share their thinking about the information in the text and review the words on their lists. Have them 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. You could suggest they use a code to note if they're having a decoding problem (D) or a word-meaning problem (V).

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 the text harder to understand. Reassure them that it's OK if they feel they're missing out on some of the meaning the first time 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. You can draw the learners' attention to helpful language features (as in the think-aloud example) and also highlighted on the PDF. Aim to deal individually with any decoding problems so that the "After reading" discussion can focus on vocabulary strategies.

After reading

Discuss the answers the learners have found to the header questions.

Refer to the original "brainstorm chart" 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. Allow time for questions and discussions about word meanings, directing the learners back to the text where appropriate or you can model the use of vocabulary strategies yourself.

Note that there is a reference to "nutrient baths" on page 18. You could draw attention to the earlier discussion about the word "nutritious" and refer to the dictionary to find more words of the same derivation.

If necessary, draw the learners' attention to the inclusion of definitions, explanations, and examples that support word meanings in the text. Definitions and explanations are often signalled by brackets, dashes, or words and phrases such as "That means", "which", and "who". Examples are signalled by words such as "for example", "such as", "including", and "like". There are examples on the annotated PDF.

Ask the learners to identify one example where they worked out the meaning of an unfamiliar word and discuss with a partner what strategies they used to do so.

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	What I'm noticing

Give the learners a list or set of cards with some 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, interesting features or patterns they are noticing. For example:

- the root words "store" and "dispose" lose their final "e" when adding "ing";
- the "y" ending for the root words "fly" and "supply" changes to "ie" in the plural form;
- there are several words which have the "ly" suffix.

Support the learners as necessary and encourage them to share their discoveries.

Word list

scientists, engineers, takeaways, supermarket, organisation, everything, outside, storing, disposing, leftovers, carefully, including, overseas, brought, canned, frozen, weekly, "freshies", flies, supplies, stored, properly, freezers, breakout, storage, frustrating, relishes, treatment, unlikely,

dishes, meatballs, sunset, midwinter, sunrise, birthday, eaten, indoors, wrapped, noticeboard, wintering, usually, boxes, returned, strawberries, pineapple, timer, everyone, themselves, whatever, goodies, afternoon, generally

Alternatively, you could use the Word building activity [page 30]

Practising 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.)

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

Words and definitions

Have the learners select five words from the brainstorm chart that were also in the text, and write definitions for them, using the text and/or a dictionary for support. Alternatively, they could select their own words from the text to write definitions for. Or you could select some words to

use for Pair definitions [page 40].

Key words

Ask each learner to choose up to five words from the brainstorm chart that were also in the text, and explain to a partner why this word is important to the text.

Using language features

Have the learners find an example of a sentence that includes a dash or the word "so" or "because" and explain to a partner the connections between the ideas in the sentence.

Lesson guide 2: Language and text features, comprehension

Learning goal: To ask questions and look for evidence in the text to help me answer them.

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

Review what the learners have found out and remembered from the first reading. Using the headings as a guide, have them work in pairs to verbally recall as much as they can of the main ideas from the first reading. Rove and provide support as necessary.

Remind the learners of the learning goal. *What other questions about Donna came into your heads as you were reading?* Create a list of up to four questions focused on Donna's work. For example:

What sort of person is Donna?

What specialist knowledge would Donna need to have?

What does she like best about her job?

What would be the biggest challenges?

The group may come up with different questions.

Discuss some ways the learners can identify information in the text that will help them answer their questions. For example:

- information may be explicitly stated;
- information from more than one place, including photographs, may need to be combined (synthesised);
- information may need to be inferred (the reader may need to use clues in the text to help them come to a conclusion about something that isn't stated explicitly).

You can "think aloud" to model some ways of identifying relevant information. For example, in response to the question "What sort of person is Donna?", you could say:

As I read this text again, I'm looking for clues. On page 12, there's quite a bit of information about how the chefs need to be really well organised because they can't just "pop out to the supermarket" to get food so, there's my first idea – she got the job as the winter chef so I'm inferring she must be well organised. Then, on page 13 it says that the winter chef has to stay there for a full year so I'm inferring that she must be adventurous to want to do that. It says here that she's cooked in all sorts of places so it sounds like she likes to do new things. That supports the idea of her being adventurous. She also looks very cheerful in the photo on that page …

During the reading

Display the learners' questions on a chart and remind them of the learning goal. Have them create a table like the one below, with spaces for the question, their answers, and the evidence for their answers. You can adjust the level of difficulty in a number of ways, for example:

- by having the learners work in pairs or small groups so they can share and discuss their ideas;

- by having them focus on just one question each and then share their answers with the whole group.

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 their answers, for example, by explaining the basis for an inference.

After the reading

Remind the learners of the learning goal. Have the group share their answers and the evidence they used. Encourage debate and discussion. (Some possible answers are provided below.)

Our questions	Our answers	Our evidence
What sort of person is Donna?	Well organised (S)	Page 12, chefs have to carefully plan and be well organised, and she is a chef. Page 17, has to cater carefully to avoid waste.
	Good planner (S)	Page 12 (see above) Page 15, she has to plan for a whole week at a time (does a food breakout once a week)
	An experienced chef (E)	Page 13, has cooked in many other places
	Cheerful (I)	Page 13 photo. The quotes sound cheerful.
	Imaginative and creative (I)	Page 16, she cooks all sorts of food and organises special evenings.
	Sense of fun, a people person (I)	Page 19, likes people gathering in the kitchen
	Passionate aboutcooking (E)	Page 19, stated in text
	Adventurous (I)	She wanted this job
	Dedicated (I)	Page 19, wants to provide everyone with home-cooked, nutritious meals
What specialist knowledge would Donna need to have?	How to cook (S, I)	Whole text, and page 19 in particular (describes her cooking skills)
	About nutritious food (I)	Page 12, people at Scott Base need nutritious food, so they would have checked that the chef they appointed knows about this
	The best ways to store food (S, I)	Pages 14-15. Different food needs different types of storage, freezers, dry stores, warm store
	How to grow hydroponic food (I)	Page 18, grows salad plants
What does she like best about the job?	People give her compliments	Page 19 (The learners could debate whether these are explicit or inferred ideas. The text states explicitly that Donna likes these aspects but not that she likes these aspects best. It's a logical inference though.)
	Gives her the opportunity to use all of her cooking skills	
	Lots of opportunities to provide everyone with meals	
What would be some of the biggest challenges?	Storing food properly over winter (I)	Page 14, if she doesn't store the food properly, there won't be any replacements because there are no flights between February and October
	Remembering to allow time for food to thaw out (I)	Page 15
	Having to pack up all the rubbish to go back to New Zealand (I)	Page 17
	Not having fresh fruit and vegetables (I)	Page 18

Ask the learners to talk with a partner about which question they found the most useful for supporting their understanding of the text and why.

Finally, ask the group to prepare a list of tips (similar to the "Tips from Gus" on page 11 of Collections 2) for someone who might be intending to apply for a job as a winter chef in Antarctica. Remind them to draw on the thinking they did when they were looking for answers to their questions.

To end the lesson

Remind the learners of the learning goal and ask them to talk with a partner about a question they answered and the strategies they used to do so.

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.

Making inferences

Ask each learner to identify two examples of inferences they made and explain to a partner what evidence they used to make the inferences.

Personal response

Ask the learners to imagine themselves in Antarctica doing Donna's job. Have them discuss their ideas with a partner and write three things they would like about it and three things they would find difficult.

Finding out more

The learners could use the Internet or a library to find out more about working in Antarctica. For example, they could look for information about the other jobs mentioned on page 12. They could use the information they find to write a short report.

How Did He Pull a Stunt like That?
by Julia Wall

Overview

This report describes the dangerous and exciting work of stunt drivers. It includes examples, a labeled sequence diagram, and tips for those wanting to enter the profession. It has a high proportion of technical vocabulary.

The learning goals and lesson guides for this text focus on the following reading progressions: Vocabulary, Language and Text Features, and Comprehension. It's recommended that you have the learners read it the first time with a focus on the overall meaning, and then read it again with a closer focus on supporting detail and specific vocabulary. This approach is reflected in the lesson guides.

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

Lesson guide 1: Language and text features, comprehension

Learning goal: To use language and text features to identify and track main ideas in this text.

Before reading

Refer learners to the cover photo and ask them to predict what the text will be about. If the learners have read other texts in this collection, they will know that they are all about careers.

Ask the learners to preview the article to clarify the topic and text type. *What might I find out from reading this text? What text features have you noticed that are helping you work this out?* (For example, the title, the headings, the labelled roll sequence on pages 22-23, the photographs, and perhaps some key words.)

Confirm that this article is a report. Read page 20 to confirm the precise topic (stunt drivers). Refer to the opening discussion. *What would "Working at it" mean for a stunt person? What sort of things would they need to "work at"?*

Together, brainstorm some words and phrases associated with stunt work. Record the words on a chart or whiteboard. Display it while the learners are reading but tell them that you will focus more specifically on vocabulary in a subsequent lesson.

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 stunt drivers." Point out that their learning goal will help them achieve their reading purpose.

During the reading

Ask the learners to look through the text again, using the headings and skim-reading to help them predict what they will find out in each section.

Review strategies for finding main ideas in a paragraph. For example, looking for a key sentence (often the first sentence), asking themselves "What is this paragraph mainly about?", and looking for key words about the topic.

Have the learners read pages 20–21 and discuss with a partner what they think are the main ideas, then share their thinking with the whole group. Draw out the idea that the first paragraph is like a mental image – it describes a stunt in vivid detail to encourage the reader to visualise what's happening. The photographs provide extra visual support and drama.

Ask the learners to identify the key sentence in the second paragraph (the last one on page 20). Record that on a chart as Main Idea 1 – stunt driving is exciting but dangerous. Review and discuss the paragraphs on page 21 to draw out three more main ideas:

Main Idea 2 – stunt drivers have years of training and experience

Main Idea 3 – stunt drivers are very safety-conscious

Main Idea 4 – stunt drivers have to be versatile.

These four main ideas are exemplified and supported throughout the rest of the text. From this point, the text is organised in sections and, apart from page 28, which is best read last, they can be read in any order. This text is quite long so to reduce the reading load on the learners, you could assign pairs or groups of learners to each section or they could choose what they want to read first. For example, different groups of learners could:

- read pages 22–23 to identify how the information here links to the main ideas from the first two pages;
- read pages 24–25 to identify the positive and negative aspects of being a stunt driver;
- read pages 26–27 to identify main ideas about how stunt drivers keep safe. If necessary, you could provide further support for this section by suggesting the learners look for main ideas about clothing, car safety, fire safety, and technology.

You could have the learners choose what they want to read first. They could read more than one section, depending on the time available in the lesson and their level of confidence. Rove and provide support as they read. Encourage them to talk with a partner about what they think are the main ideas and why they think so.

Remind the learners to note any challenging or interesting vocabulary on sticky notes or note pads to return to later. 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 the text harder to understand.

When the learners have had time to read one or two sections, have them share what they've found out with the group. Add any new vocabulary discoveries to the brainstorm chart.

Ask the learners to use the main ideas from the reading so far to predict what they are likely to see in the list of Tips from an expert. Record their ideas then have them read page 28 to review their predictions.

After the reading

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

Ask the learners to choose one of the four main ideas from pages 20–21 and identify two places in the rest of the text where the idea is repeated. For example, the idea of "exciting but dangerous" is repeated on pages 22–23 with the descriptions of Tim Wong's stunt work and the description of the car roll, on pages 26–27 with the descriptions of all of the things that can go wrong, and in the photographs throughout the text.

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 identify and track 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

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 main ideas

Have the learners read and identify main ideas in any sections of the text that they didn't read during the lesson.

Creating subheadings

You could ask the learners to create headings for each paragraph on pages 26–27.

Linking main ideas

Have the learners choose one of the four main ideas from pages 20–21 and track it through the rest of the text using a highlighter pen on a text printout.

Responding to ideas

Use the Using "comment codes" activity [page 52] to encourage the learners to think more deeply about the main ideas in this text.

Finding out more

The learners could use the Internet (including the Stunt Guild website) or a library to find out more about stunt driving or other sorts of stunt work. They could use the information they find to write a short report.

Lesson guide 2: Vocabulary

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

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 brainstorm vocabulary chart from the previous lesson. Give the learners an opportunity

to add any new words or phrases.

Use a Clustering activity to link into the learners' knowledge of the topic and topic-related vocabulary. Write key words or phrases from the brainstorm chart on sets of cards and give the sets to pairs or small groups of learners to arrange according to the meanings of the words. You can add words from the text as well. A suggested list you can choose from is provided below.

Word list

stunt driver, explode, exciting, dangerous, training, smallest detail, precision driving, skid control, co-ordinator, double, challenging, stair falls, vehicles, airborne, explosive charge, experienced, vacancies, professional, stunt schools, Stunt Guild, earn, film and television industries, on screen, credits, entertain, thrill, safety, protected, padded shorts, back protector, helmet, flameproof clothing, whiplash, five-point harness, injury, roll cage, crushed, trapped, fuel tank, fire extinguishers, woollen long johns, protection, fireproof suits, special effects, petrol, kerosene, push the limits, seriously injured, technology, digital effects, action scenes, star actors, licences, maths, physics, mechanics, first-aid certificate, racing, gymnastics, martial arts, horse riding, film set, on location, promotes, protects the interests of

Ask the learners to share their reasons for the way they've grouped the words.

If there are still some cards in the "Don't know" pile after the discussion, remind the learners that they will soon have the opportunity to reread them in the text. Discuss some vocabulary strategies they can use. If you have started a strategies chart (for example, when reading "*The Vege Car*", Collections 1), encourage them to refer to it as they read.

During the reading

Discuss some vocabulary strategies the learners can use to decode words and/or work out the meanings of unfamiliar words or phrases. Note that the learners can use the strategy chart as an ongoing reference, adding to it as they read new texts.

Remind the learners of the learning goal. Together, set a purpose for reading the text. For example, "We are rereading this text to learn more about stunt driving and the words associated with it." Point out that their learning goal will help them achieve their reading purpose.

Ask the learners to read the rest of the text, using decoding or vocabulary strategies to help them work out the words they had already noted as being challenging from the first reading (Lesson guide 1). They are likely to find as they read that, after already having read the text and discussed key vocabulary as part of this lesson, some of these words are no longer problematic.

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 the text harder to understand. If necessary, prompt them to make connections to the Clustering activity and associated discussion to help them with their thinking.

Focus on some words and discuss with the learners the particular strategies they might use to work out or check the word meanings. Here are some examples from the first two paragraphs on page 22:

"precision"

- read to the end of the sentence to clarify the context and notice that "precision" is used with the word "driving" ("has taken part in precision driving and car hits");

- identify the root word "precise" and think about its meaning;

- check that predictions about the meaning of "precision driving" fit with the overall meaning of the text, for example, the ideas right at the beginning, when the two cars were driving side by side.

"commercial"

- reread to clarify the context ("needed a double for a commercial") – this shows that the word is being used here as a noun;

- keep the word in mind and read on;

- notice the other uses of the word on page 22 and use the accumulated context clues to work out that it's another word for an advertisement.

"previous"

- reread to clarify the context ("… because of his previous training");

- read to the end of the section and look the word up in the dictionary;

- use the dictionary definition ("existing or occurring before") to infer that "previous training" must mean the training Tim had already done that was the right sort of training for the stunt work they wanted.

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 two or three examples and discuss with a partner the strategies they used to work it out. Add any new ideas to the strategy chart.

Refer to the Clustering activity and together, referring to the text and/or a dictionary, clarify the meanings of any words or phrases the learners were unsure of (from the Don't Know pile). Give them the opportunity to rearrange the words if their thinking has changed as a result of reading the text.

You could draw attention to particular features of some words in the text. For example:

- fights, ground, charge, credits, set – these words can all be verbs or nouns, so the reader needs to use the structure and meaning of the surrounding sentence to confirm which meaning is intended. Some (charge, credits, set) have specific meanings in the context of this article.

- commercial, double – these words can be nouns or adjectives.

- overseas, oversees – these words sound the same but are spelled differently and have different meanings.

Refer to the original "brainstorm chart" and ask the learners to choose one word or phrase from the chart and explain to a partner why it is important to 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 [page 30] 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 (or words) in the middle column, and, in the third column, patterns or features they are noticing, for example, how the "y" at the end of the root words such as "vacancy" and "industry" changes to "ie" in the plural form, the "en" endings in "fallen" and "woollen", or the use of "es" rather than "s" for the plural of "class".

Word list

driving, clinging, moving, exciting, dangerous, training, smallest, driver, precision, fallen, classes, appeared, surfboard, spinning, hung, challenging, hidden, airborne, explosive, competing, vacancies, overseas, successfully, completing, qualification, Stunt Guild, television, industries, safety, protected, padded, protector, flameproof, clothing, whiplash, oversees, strapped, stronger, seatbelt, piping, strength, crushed, trapped, extinguishers, unexpected, alight, woollen, protection, fireproof, developed, racing, seriously, injured, actors, stuntman, first-aid, location

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

Practising 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.)

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

Words and definitions

Have the learners select five word cards from the Clustering activity at the beginning of the lesson and write definitions for them, using the text and/or a dictionary for support. Alternatively, they could select their own words from the text to write definitions for. Or you could select some words to use for Pair definitions [page 40].

Building vocabulary

Have the learners choose five words from the text that they found particularly interesting, for example, new words or words they already knew but that were used in a different way. Ask them to say what it was that interested them about the words.

You could also use the Word maps activity [page 32].

Lesson guide 3: Comprehension and reading critically

Learning goal: To ask questions and look for evidence in the text to help me answer them.

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

Discuss the learning goal and review what the learners have found out and remembered from the first reading. Using the headings as a guide, have them work with a partner to verbally recall as much as they can of the main ideas. Rove and provide support as necessary.

If you were considering stunt driving as a job, what questions would you want to ask? (A suggested list is provided below.) Tell the learners that you want them to reread the text, looking for answers to these questions. Explain that some information may be stated explicitly but some may need to be inferred. For example, to find out "What are some of the dangers for stunt drivers?" learners could make inferences from the information about the sorts of stunts, as well as from the Stunt safety section.

Review what the learners know about the strategy of making inferences. If necessary, explain that making inferences involves reading between the lines of a text, coming to a conclusion about what the writer means even when it isn't stated explicitly. The reader draws on clues in the text, their prior knowledge (including vocabulary knowledge), and the overall meaning or purpose of the text, to have a "best guess" about what the writer means.

Remind the learners of the learning goal and clarify the purpose for the reading – to answer our questions about stunt driving as an occupation.

During reading

Display the learners' questions on a chart and remind them of the learning goal. Have them create a table like the one below, with spaces for the question, their answers, and how they found their answers. Remind them to draw on the thinking they did when they identified main ideas (Lesson guide 1). You can also remind them of the similarities to the activity in Lesson guide 2 of *"Working on Ice"*.

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 their answers, for example, by explaining the basis for an inference. Encourage them to note any questions that occur to them as they read. Learners can work by themselves or with a partner.

After the reading

Have the group share their answers and the evidence they used. Encourage debate and discussion. (Some possible answers are provided below.)

Ask the learners to reflect on the questions. *How useful were they? Did you think of any other questions you think we should have included? Was there important information in the text that isn't captured by our questions?* For example, there is a lot of information in the "Tips from an expert" section about skills that are useful but not essential. A helpful additional question could be "What skills are useful?"

Our questions (from chart)	Our answers	Stated in text	Inferred
What are the best things about stunt driving as a job?	Excitement and danger	✓	
	Very physical		✓
	Get to meet famous people	✓	
	May become famous		✓
	Opportunity to be part of a really famous film	✓	✓
	The money		
What are the worst things about stunt driving as a job?	Lack of work (hard to get jobs and some are only part-time)	✓	
	Risk of injury and death	✓	
	Physical challenges		✓
	Working long days in bad weather	✓	
What are the opportunities in New Zealand?	Not many		✓
What skills and knowledge does a stunt driver need?	Has to be a good driver (and have a licence)	✓	✓
	Has to be able to do stunts	✓	
What personal qualities would a stunt driver need?	Courage		✓
	Sense of adventure		✓
	Physical fitness	✓	
	Good sense	✓	✓
What are the long term career prospects for stunt drivers?	Would probably have to retire quite early because of injuries or physical demands.		✓
	Might be able to be a consultant or stunt technician instead of a stunt driver.		✓

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.

Making inferences

Ask each learner to identify two examples of inferences they made and explain to a partner what evidence they used to make the inferences.

Personal response

Ask the learners to imagine themselves as a stunt driver. Have them discuss their ideas with a partner and write three things they would like about it and three things they would find difficult.

Text map – In the picture: Gus Sinaumea Hunter, Illustrator	
Section of text	**Main ideas**
Biography (pages 7-8)	Paragraph 1
	Paragraph 2
	Paragraph 3 (2 main ideas)
	Paragraph 4 (2 main ideas)
	Paragraph 5
Procedure (pages 9-10) Illustrating – how does he do it?	Getting to know the story
	Planning – – – –
	Sketching (4 steps)
Choosing a technique	Painting by hand (4 steps)
	Computer-assisted illustrations (2 steps)
Advice (page 11) Tips from Gus	