

Educator support material



Collections 3: A Big Impression

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 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 graphic organisers you can use. 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 3: A Big Impression*). 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 a partner about what they think the theme is – and why they think so. The title and photograph of Sir Edmund Hillary, and possibly the rugby photograph, should help them come up with ideas related to people who have achieved significant things in their lives. The book provides a clue in the Elsie Locke photograph, but if the learners don't know who she is, they may well have questions about how she and the bottom left illustration fit into the theme.

Have the learners use the contents page to look for further information. For example, they can infer that the rugby photograph refers to a Black Fern, that one of the other images refers to Hūria Mātenga who is (or was) a "hero", and that the other image is linked to Elsie Locke. Encourage the learners to make further predictions based on this new information and any connections it makes to their prior knowledge. Then have them look through the text to clarify the links between the cover images and the people who are featured in the text.

Briefly discuss what sort of "big impression" each person might have made. Tell the learners to keep their predictions in mind as they read each text. Return to the cover after reading each article (or before the group reads the next one) to review their predictions. When they have read every text, the learners could give their opinions about which person made the "biggest impression" and why they think so.



More than a Mountaineer

by Bill O'Brien

Overview

This biography of Sir Edmund Hillary describes his life's adventures and major achievements, including his ascent of Mt Everest and his work in the Himalayan Trust. Despite his many adventures, he felt his work to improve the lives of the Nepali people was a greater achievement.

The learning goals and learner guides for this text focus on the following reading progressions: Language and Text Features, Comprehension, and Reading Critically. The learners can 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 prior knowledge of the topic and some language and text features to help find main ideas in this text.

Before reading

Read the title and tell the learners that they will be reading a report about some of Sir Edmund Hillary's many achievements, particularly his life-long interest in helping the people of Nepal. Activate their prior knowledge by asking them what they know about his achievements and projects in Nepal. Record their information on a chart like the one below.

What we already know about Sir Edmund Hillary	Some vocabulary that we expect to see in this text	Strategies that helped us find the main ideas in this text

Next, ask them to suggest some vocabulary or key words they think might be in the text. Some examples are “Everest”, “Himalayas”, “Sherpas”, “Nepal”, “schools”, “hospitals”, “tragedy”, “wife”, “daughter”. Add these to the middle column of the chart. Display the chart so that the learners can refer to it during the lesson.

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, examples, photographs, and often, a conclusion that will link back to the introduction.

Have the learners preview the text to look for some of these features. A special feature of this text is the patterned band at the top or bottom of some pages. Encourage them to predict why this design feature has been included. (This pattern has been created from a sample of Nepalese cloth.)

Model the sorts of questions that readers can ask to help them find the main idea in a paragraph. For example:

- What is this sentence/paragraph mainly about?
- How do I know?
- How can I summarise this information?

Share the learning goal and together, set a purpose for reading the text. For example, “We are reading this text to find out what else Sir Edmund Hillary did other than climbing Mt Everest.” Point out that their learning goal will help them achieve their reading purpose.

During the reading

Share-read page 2 together and model (by thinking aloud) how to find the main idea of a paragraph: *I'm asking myself "What is this paragraph mainly about?" I know that the main idea of a paragraph is often in the first or last sentence. Here I can see that the last sentence repeats the idea in the title so that makes me think that this is the main idea - that he was much more than a mountaineer.*

Ask the learners to read page 3 to find the main idea. Review their suggestions and summarise the main idea in a sentence such as: "Hillary and Norgay finally reached the summit of Mt Everest after many hours of difficult climbing"

Point out that a feature of this text is the inclusion of sentences with multiple clauses (complex sentences). Draw the learners' attention to the first sentence on page 3. Write the sentence on the board and ask the learners to identify the clauses within the sentence.

On 29 May 1953, / the thirty-three-year-old beekeeper from Auckland crawled out of his tent / perched on a rocky ledge high on Mount Everest.

Have the learners identify the main idea in the sentence (he crawled out of his tent) and the supporting detail (the date; where the tent was). Point out that the writer could have written this as two sentences (On 29 May 1953, the thirty-three-year-old beekeeper from Auckland crawled out of his tent. The tent was perched on a rocky ledge high on Mount Everest.) but that sometimes writing can sound "smoother" when ideas are combined in longer sentences.

Ask the learners to work in pairs and practise identifying the main clause of the sentence from the supporting clauses in other examples in this paragraph. Remind them to look out for the use of commas to separate the clauses. (The main clauses are underlined.)

With temperatures at minus 27 degrees Celsius, *the men set off on the final leg of their amazing climb.*

For five hours, *they tackled rock and ice faces, some of them vertical, until, at 11.30 a.m., there was nowhere else to climb.*

Ask the learners to read pages 4-7. Remind them they are looking for evidence of why Sir Edmund Hillary was more than a mountaineer. 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.

After Reading

When they have read the entire text, discuss their initial responses to what Hillary did and why he is described as "more than a mountaineer".

Have the learners number the paragraphs on pages 4-7 from 1 to 9. Give out copies of the summary sentences below (minus the paragraph numbers - they are for your use only). Ask the learners to work in pairs to identify the main ideas of each paragraph by matching the summary sentences with each of the numbered paragraphs. Ask them to share and discuss their decisions, justifying their responses and using evidence from the text as support. Remind them to ask questions and look for the clues that identify the main ideas and supporting details.

You can provide support for this task by modelling how you identified the main idea and created a sentence for the first paragraph on page 4 (paragraph 1). For example:

I'm noticing that this paragraph is mostly describing his adventures. I'm checking the first and last sentences for a key idea. The word "but" in the last sentence seems to be signalling the most important idea - he had lots of adventures but working with the Sherpas was the most important.

Summary	Paragraph
The Himalayan Trust was developed.	3
Sir Ed will be most remembered for being the first to climb Mt Everest with Tenzing Norgay.	9
Sir Ed carried on his work with the Himalayan Trust despite the tragic death of his wife and daughter.	6
Sir Ed had lots of adventures, but the biggest adventure was working with the Sherpas in the Himalayas.	1
The Sherpas helped to build a much-needed airstrip.	5
The work of the Himalayan Trust continues.	8
The Sherpas needed a school more than anything.	2
Tenzing Norgay spent his life passing on his knowledge about mountaineering to young people.	7
The Sherpas had to carry all the materials for building the school on their back for many days because there were no roads.	4

When the learners have matched the summary sentences to the paragraphs in the text, remind them of the learning goal. Ask them to describe which paragraphs were easier and which were harder for locating the main idea and why. Discuss how using strategies such as asking questions and using prior knowledge of the topic, text features, and vocabulary helped them to find the main ideas. Draw out which strategies were the most useful and why. These strategies could be recorded in the third column of the chart. Discuss how these strategies will help them in reading other non-fiction texts.

To end the lesson

Add any new topic-related vocabulary to the chart and clarify any unfamiliar vocabulary they encountered as they read.

Review the prior knowledge that the learners discussed before the lesson and ask what new information they now have about Sir Ed. *Does any of your “prior knowledge” need to be changed in the light of the article you have just read?*

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 in the middle column, and, in the third column, patterns or features they are noticing, for example, the way the root words “use”, “rage”, and “amaze” lose their final “e” when “ing” is added, the prefix “pre” in “pre-assembled”, or the use of “y” to make adjectives out of nouns (“rocky”, “smoky”).

Word list

mountaineer, conquering, beekeeper, crawled, rocky, ferocious, whipped, perched, amazing, tackled, nowhere, travelling, fearsome, dominated, working, sitting, smoky, asked, thought, cannot, anything, Himalayan, donations, poured, pre-assembled, opening, enrolled, badly, easier, machinery, airstrip, levelled, couldn't, tipped, compacted, roller, vigorous, stamping, satisfaction, sadness, youngest, crashed, devastated, continued, within, built, airfield, raging, happened, directing, passing, highest, everything, tallest

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

Alternatively, you could use the [Word sort activity](#) [page 29].

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?

Creating subheadings

You could ask the learners to create headings 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.

Lesson guide 2: Comprehension, reading critically

Learning goal: To use what I have read and what I already knew about Sir Edmund Hillary to help me make inferences about what he was like as a person.

Note: Make sure your 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. Together, clarify the purpose for reading the text. For example, “We are reading this text to learn more about what sort of person Sir Edmund Hillary was.”

Refer to the previous lesson about this text. What was the text mainly about? Draw out the idea that although Sir Edmund Hillary was the first person to climb Mt Everest, the things he did and the causes he supported in the rest of his life actually created a bigger and more lasting impression.

Tell the learners you want them to probe more deeply into the text to infer ideas that are not explicitly stated. Discuss the strategies involved in making these inferences:

- using prior knowledge of the topic, text, and vocabulary;
- asking questions about what the author is not stating;
- predicting what the author means;
- looking for clues in the text that provide information about what the author is not stating.

Model how using these strategies assists in making inferences:

A question I'm asking myself is: On page 4, why did Hillary ask the Sherpas what would happen to them in the future? If I put together what I already know about Hillary, including information from the previous reading, then I know - he was a beekeeper when he climbed Everest; he valued his family highly; and he always considered himself to be ordinary. So, I can infer that he was more interested in the welfare of other "ordinary" people than in focusing on his personal ambition.

During reading

Remind the learners of the goal and reading purpose. Tell them you have a Three-Level Guide that you want them to fill in as they reread the text. Explain that a Three-Level Guide supports critical thinking. Discuss the three levels of the guide:

Level 1 - literal, what the writer is saying, (on the lines);

Level 2 - inferential, what the writer wants the reader to think, (between the lines);

Level 3 - evaluative, what the author would (probably) agree with. This level includes the big idea or theme of the text (beyond the lines) but is very influenced by what the reader brings to the text. For example, the reader's prior knowledge, personal experience, or point of view on an issue may affect how they interpret a text.

Point out that the learners need to decide if the statements in the guide are true or not, and then find the evidence that supports their decisions. Ask them to work together and discuss their ideas with a partner. While they're reading, rove and provide support as required.

Three-Level Guide

Statement	Agree	Disagree	Justification
Level One - On the lines (the writer said it)			
1. Sir Edmund Hillary didn't think there was anything special about himself.			
2. The Sherpas danced on the earth to flatten down the airstrip.			
3. Many people supported the Himalayan Trust.			
4. Sir Edmund Hillary will be best remembered for his work with the Himalayan Trust.			
Level Two - Between the lines (the writer meant it)			
1. Sir Edmund Hillary was worried about the future for the Sherpa people.			
2. Sir Edmund struggled to carry on after the death of his wife and daughter.			
3. The final climb to the top of Mt Everest required little effort.			
4. The Sherpas had a big role in the construction of their new schools and hospitals.			
Level Three - Beyond the lines (the author would agree with it)			
1. The Sherpa people have huge respect for Sir Edmund.			
2. The Himalayan Trust has greatly improved the quality of life for the Sherpa people			
3. Climbing Mt Everest was not as important to Sir Edmund as the work he did with the Himalayan Trust.			
4. Sir Edmund Hillary was just an ordinary bloke.			

After reading

Ask the group to share their opinions and explain the key ideas and information they have about Sir Edmund Hillary and his contribution to New Zealand society.

Ask the learners what they would like to have asked Sir Edmund Hillary if they had met him.

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, the strategies that helped them find key information and make inferences. Ask them to think about what they will do when they read other texts like this.

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 out more

The learners could use the library or the Internet to find out about Sir Edmund Hillary and the ongoing work of the Himalayan Trust.



Hūria Mātenga: Hero of Whakatū by Lindy Kelly

Overview

This historical recount describes the dramatic rescue of sailors from the wrecked ship *Delaware* in 1863. It is written in a highly descriptive narrative style.

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 the learners and display them during the lessons.

Lesson guide 1: Comprehension, reading critically

Learning goal: To use comprehension strategies, such as asking questions and visualising, to help me understand the main ideas in this text.

Before reading

Refer to the earlier discussion about the cover and the earlier quick preview of the text. Draw out the idea that this event happened many years ago (this is clear from the illustrations) and that Hūria Mātenga was a hero because she was involved in rescuing sailors from a ship. Tell the learners that this is a historical recount, written like a narrative or story but about real people and real events.

Discuss what sort of information the learners could expect to find in a historical recount, for example, “when”, “what”, “where”, “who”, and “why”. Discuss the learning goal. Remind the learners that asking questions is an important comprehension strategy because it helps to set a purpose for reading a text and helps the reader focus on what’s most important. Point out though, that the effectiveness of the strategy depends on the quality of the questions.

Have the learners preview the text, focusing on the illustrations, to help them think of specific questions they think will be answered in the text. List their questions on a chart or whiteboard. For example: What happened? When? Where? Why did it happen? Who was involved? What did Hūria Mātenga do?

Tell the learners that there is a lot of descriptive vocabulary in this text and many specialised words about ships and seafaring. Remind them of vocabulary strategies they can use to help them work out unfamiliar words. However, tell them that the focus of this reading is getting the gist of the story and finding answers to their questions. If they feel that vocabulary challenges are getting

in the way, they can note some of the more challenging words on sticky notes or note pads and return to them on a later reading. Reassure them that they will have the opportunity to reread this text in another lesson with a focus on vocabulary.

Remind the learners of the learning goal. Clarify the purpose for reading the text, for example, “We are reading to find answers to our questions about this text.” Point out that their learning goal will help them achieve their reading purpose.

During the reading

Have the learners read the first paragraph. *Has it answered any of our questions?* Draw out the idea that the first paragraph introduces the setting. It answers the “when” and “where” questions and provides extra information about the weather. Point out that if this was not an illustrated text, this paragraph would be crucial in alerting the reader to the idea that Hūria’s heroism (signalled in the title) is highly likely to be linked to something that happened because of a great storm.

Remind the learners of the reference to visualising in the learning goal. Clarify that visualising means using information and clues in a text to imagine what’s happening – to create a personal connection to what’s happening. It often involves building a picture in your head but can also involve using other senses, such as imagining what you could hear or how you would feel. Have the learners reread the first paragraph, looking for information and clues to help them visualise the situation. If necessary, use prompts, such as *What can you see? What can you hear? What words are helping you imagine this setting?* Note that this paragraph focuses on what Hūria can hear (because it’s night and it would be dark, she’s sitting up in bed listening) so the descriptive language focuses on the noises of the storm. The learners may also notice the “stormy sky” behind the title.

Have the learners read the second paragraph on page 8 to identify the main idea (that Hūria was descended from chiefs and about to do something

heroic). Review what the writer is trying to do in these first two paragraphs (to set the scene, introduce ideas about the hero, and create anticipation so that the reader will want to read on).

So what do you expect to find out in the next few paragraphs? The learners should be able to predict that the text will start to describe the actual events. Have them read page 9 to test their prediction and look for more answers to their questions. Prompt them to use the strategy of visualising to help them picture the sequence of events.

This paragraph includes complex sentences (sentences with multiple clauses) and is quite detailed so, after discussing the main ideas, make some notes with the learners to clarify the sequence of events. Support the learners in summarising and rewording as necessary. The notes can also include comments or inferences, and they don’t need to be in full sentences. For example:

Near the shore

Ship in trouble

Sailors battling the storm all night (so they must be tired)

They tried to use the anchors to stop the ship being pushed onto rocks.

One anchor was torn away and the other one by itself wasn’t heavy enough to hold the ship in place.

The storm forced the ship onto rocks about 100 metres from shore.

Tell the learners that you want them to read the rest of the text, drawing on similar strategies to help clarify the sequence of events and to look for answers to their questions. You could have them stop at the end of pages 10 and 11 to briefly review the sequence of events, either with a partner or as a whole group. Rove and support the learners, as necessary. Remind them to use vocabulary strategies wherever they can but to note any especially challenging vocabulary for a later discussion.

After the reading

Review the answers the learners have found for their original questions. *Did any other questions occur to you while you were reading? Were you able to find answers in the text?*

Focus particularly on page 11. *What strategies did you use here to help you follow the ideas on this page?* Draw out the idea that visualising is the most useful strategy here. You could emphasise this point by having the learners use the vivid description in the text to sketch images of the sailor clinging to the rope and being flung up and down.

If necessary, support the learners with clarifying the dramatic (and tragic) events involving Henry Squirrel.

Discuss the dramatic nature of the text. Ask the learners to talk with a partner about what they thought was the most dramatic moment and why.

Return to the answers to the last two questions: *Who was involved? What did Hūria Mātenga do? Is there anything you've specially noticed here? Why is Hūria described as the hero? What did she do that was more heroic than the other rescuers?*

Give the learners text printouts and ask them to scan back through the text looking for and highlighting references to Hūria and the rescuers. The learners will notice that all of the references to the rescue, except for those in the first paragraph on page 13, are actually about Huria and the other rescuers working together. On page 13, the writer implies that Hūria was solely responsible for saving the captain, but this is qualified by the word “surely”. Draw out the idea that it was a group rescue effort but that the recount focuses on Hūria. *Why would the writer do that?* Reasons could include:

- This was what the writer believed to be true, based on the information she found.
- The rescue happened over 100 years ago, so all accounts of it are based on people’s

recollections (and interpretations) rather than photographic evidence.

- The writer was looking for an “angle” to make the recount as dramatic as possible.

(An Internet search for “Hūria Mātenga” reveals that she was indeed considered to be the hero of the rescue. There is a strong implication that she was singled out for attention because she became linked in the popular imagination to the courageous actions of Grace Darling in England 1938 who, at the age of 22, helped her father carry out a dangerous and daring rescue of passengers from a wrecked ship.)

Encourage the learners to make connections to modern news stories, including those in magazines and on television. *What are the sorts of things that make an event “newsworthy”?*

To end the lesson

Remind the learners of the learning goal and ask them to talk with a partner about how asking questions or visualising helped them gain a better understanding of 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.

Clarifying information

Have the learners choose a page and make notes, as in the lesson example for page 9, to clarify the sequence of events.

Creating subheadings

Refer to the discussion after the reading about thinking of this recount as a news article. Ask the learners to create dramatic headings for each paragraph on pages 9–13 that would encourage someone to read it. 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 illustrations.

Visualising

Using a printout of the text, have the learners select a dramatic episode and highlight the language that helps them to visualise it. Then ask them to use the highlighted language to help them sketch a picture or diagram of the episode.

Finding out more

The learners could use a library or the Internet to read other accounts of the rescue and /or about Grace Darling and consider the connections between the two stories.

Lesson guide 2: Vocabulary and language features, reading critically

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

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

Have the learners work with a partner to verbally recall as much as they can from the first reading. Rove and provide support as necessary.

Have them brainstorm some words they consider to be important to the text. Record the words on a chart or whiteboard. Ask the learners to review the chart and suggest ways of “clustering” the words, for example, words about heroism, danger, ships, or the weather.

Tell the learners you want them to reread the text but that some of the pages will be read as an interactive cloze activity, to help them think more actively about:

- the sorts of vocabulary strategies they can use to infer the meanings of words they’re not sure of;
- how they can use what they know about language structures to help predict and confirm words and to clarify meaning;
- how the writer has used language to make this text so dramatic.

During the reading

Remind the learners of the learning goal. Point out that, for this lesson, the goal is the same as the reading purpose.

For this lesson, use printouts of pages 10–11 and the cloze versions only of pages 8–9 and 12–13 to avoid the temptation for the learners to refer to the original text version when working on the cloze activities.

Give out copies of the cloze version of pages 8 and 9. Have the learners read and fill in the gaps in the first paragraph. Together, discuss their choices and how they made them. Note that there may be more than one possible answer for some words. Reassure them that as long as their suggested words make sense and are grammatically correct they are acceptable. For example, “pouring” or “drumming” would be acceptable alternatives for “beating” but “drizzling” or “poured” would not be. Similarly, “see” (in line 6) would not be an acceptable response for “hear” because in the dark, Hūria would not be able to see the rocks and it would not fit with the earlier sentence that states she was sitting up and listening.

Have the learners work in pairs to make predictions and fill in the missing words for the rest of the page 8–9 cloze. Encourage them to discuss the strategies they’re using and the reasons for their choices. While they’re reading, rove around the group to see how they’re managing, joining in the discussions, offering support as required, and noting any further teaching points.

When the learners have finished, briefly review their word choices and the strategies they’ve used. Then tell them you want them to use those same strategies to read pages 10 and 11 from the printout (not as a cloze activity). Encourage the learners to read to the end of each sentence 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. As they read, ask them to note any words they think should be added to the brainstorm chart.

Then give out the cloze version of pages 12–13 and have the learners complete them.

After reading

Have the learners share their responses to the page 12–13 cloze activity and together, agree on a group version. Encourage discussion and debate, because this will mean that learners need to draw on their language and vocabulary knowledge to explain their thinking.

Give out the original versions of the text and allow time for the learners to compare and discuss their choices. Where the learners’ versions are different, draw out the idea that many words in English have synonyms (words with the same or a very similar meaning) so if, for example, the learners chose “forced” instead of “pushed”, “beach” instead of “shore”, or “dangerous” instead of “perilous”, they are correct.

You could use any differences between the writer’s version and the learners’ versions to focus more closely on the writer’s purpose. For example, in the first paragraph on page 12, ask the learners to identify specific words or phrases the writer has used to emphasise the danger of the situation and the bravery of the rescuers. For example, “Again”, “plunged”, “perilous journey”, “exhausted”, and “ready to give up the struggle” (in other words, to die).

Discuss the writer’s purpose. *What do you think she was trying to achieve with this text?* Draw on the ideas from the previous lesson about the focus on Hūria as the hero of the rescue. *How effective do you think the writer has been?*

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.

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 a synonym or definition in the third column. Some parts of the table have been filled in as examples. Encourage the learners to discuss their ideas with a partner and to refer to a dictionary as required. Some examples have been filled in.

Word list

whistling, noises, beating, howled, pounding, daring, sailors, battled, safety, fearing, dragged, pushed, rocky, struck, underwater, cries, running, leaped, dashed, unconscious, thrown, plunged, grabbed, swam, climbing, holding, smashed, tipping, dunking, drowning, hanging, swallowing, companions, wading, swimming, dragged, perilous, sinking, exhausted, friends, ashore, wrapped, dried, deciding, dead, lying, swept, rescuers, amazed, overboard, drowned, smashed, strewn, saddlery, settlers, grateful, saving, rescuer, commemorate, painted, tugboat, heroes

Word	Root word (or words)	A synonym or definition
whistling		making a sound like a whistle
daring		risky, dangerous
saddlery		saddles, bridles, and other equipment that is needed to look after them

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?

Exploring language choices

On a printout of the text, choose one or two pages and highlight words that the writer has used to emphasise the danger of the situation and the bravery of the rescuers.



A Small Footprint – A Big Impression, Elsie Locke 1912–2001

by Maureen Birchfield

Overview

This biography of Elsie Locke provides an overview of her full and active life. She was well known and loved as a children’s author but also was an activist for many social and environmental causes. She spent her life contributing to her community, improving the lives of ordinary New Zealanders.

The learning goals and learner 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 comprehension strategies, such as asking questions and making connections to what I already know, to help me find main ideas in this text.

Before reading

Tell the learners that this is a biography of a well-known New Zealander, Elsie Locke. Together clarify the purpose for reading, for example: “We are reading to find out about the life and contribution to society of an important New Zealander, Elsie Locke.”

Discuss with them what sort of information they expect to find in a biography. Expect answers

such as a sequence of key events, with dates, and information about achievements, family and career, particular attributes and interests, and about their impact on society.

Find out what the learners know about Elsie Locke. Refer them to any previous discussion about her photo on the front cover (see [Introducing the book](#)) and read the title of the text with them. Discuss what they suggest about Elsie Locke’s impact on New Zealanders. In particular, discuss the contrast between “small footprint” and a “big impression”. If the learners know of her children, Keith Locke (a Green MP) and Maire Leadbetter (a well known Green activist), ask them how this knowledge can help them make predictions about what information her biography may include.

Review the strategies they have already used:

- making connections to prior knowledge (what they already know about biographies);
- predicting content.

Now explain that looking for and thinking about key words related to a topic helps with comprehension. Write some key words from the first two pages (for example, author, fighter, causes, career, published, activist, campaigned, women’s rights, social justice, peace, environment) on the board and have the learners discuss what these words suggest about Elsie Locke. Draw out the idea that “fighter” and “causes” have a specific meaning in this context.

Finally, remind the learners about the strategy of asking questions before reading a text. “Think-aloud” to model one or two questions about Elsie Locke based on your expectations of the text, then invite other questions from the group. For example:

- How did she become a writer?
- Why did she become an activist?
- What did she write?
- What were the causes that she fought for?
- What was she like as a child?
- What did she believe in?

Record the group’s questions on a chart so the learners can refer to them throughout the lesson.

Add “looking for key words” and “asking questions” to the strategy chart. You can have the strategies on a chart for the learners to refer to as they read.

Remind the learners of the learning goal and the purpose for reading. Point out that their learning goal will help them achieve their reading purpose.

During the reading

Discuss the heading “Early Years” on page 15. Show the learners how turning the heading into a question, for example, “*What happened in Elsie’s early years?*” can help them to focus on what sort of information to look for as they read.

Ask the learners to then read the two paragraphs on page 15 and review the main ideas. Discuss

some of the vocabulary that may be unfamiliar to the learners. For instance, *What do you think ‘disillusioned’ means here? What might have led her to be disillusioned?*

Have the learners read the rest of the text, remembering to turn the headings into questions as they read. Have them work in pairs to fill in a “main ideas” recording chart (a possible example is provided below). As they read each paragraph or page, encourage them to talk with their partner about the important facts and information about Elsie’s life and why they think this information is important. Ask them to mark any main ideas that seem to be helpful in answering the questions on the chart. Rove and provide support as necessary.

You can suggest some stopping places, for example, at the end of each section with a heading, to discuss the information and any vocabulary that is particularly challenging.

Looking for key ideas and information

Paragraph	Key ideas and information
Page 15, para 1	Elsie loved nature and school.
Page 15, para 2	Elsie had a strong social conscience.
Page 16, para 1	Elsie began a career in publishing and supported the development of the family planning movement.
Page 16, para 2	Elsie married and left her first husband.
Page 16, para 3	Elsie married Jack Locke.
Page 17, para 1	Elsie and Jack worked hard for their family,
Page 17, para 2	Elsie in hospital with TB, began writing
Page 18, para 1	Elsie’s children’s novels were well loved.
Page 18, para 2	Elsie loved reading and writing about history.
Page 19, para 1	Elsie used her writing skills to support national peace and environmental campaigns.
Page 19, para 2	Elsie fought for the preservation of her local neighbourhood.
Page 20, para 1	Elsie was small but had a big impact on people she met.
Page 20, para 2	Elsie’s simple lifestyle and activities were all focused on saving the environment.

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

When reading the last paragraph on page 20: “A small footprint – a big impression”, revisit the “Before reading” discussion and ask the learners what they now think about the meaning of the title. In particular, discuss the double meaning of “small footprint” (both in relation to her physical size and her “environmental” footprint).

After the reading

Remind the learners of the learning goal. Revisit the questions that the learners asked before reading and review the information that provided answers to these questions. Discuss any questions

that were not answered by the text and talk about how they could find the answers to these questions, for example, by using a library or the Internet.

Explain that a useful strategy for organising information after reading a biography is to construct a timeline. Record all the dates provided in the text in time order with the significant events alongside. Note that the events in the biography are not necessarily presented in time order. The learners will also need to use clues in the text to calculate some dates. A suggested timeline is provided below.

Elsie Locke timeline

Date	Event
1912	Was born
1930	Was the first student from Waiuku District High School to attend Auckland University
1933	Moved to Wellington – helped found the Family Planning Movement
1935	Married Fred Freeman
1937	Left Fred Freeman. Had first child
1941	Married Jack Locke
Mid 1940s	In hospital with tuberculosis. Began writing while in hospital
Late 1950s	Helped found the NZ Campaign for Nuclear Disarmament
1959	First story for <i>School Journal</i> published (“The Secret Rescue”)
1960s	Fought against Lake Manapouri power scheme
1965	First novel for children published (<i>The Runaway Settlers</i>)
1970s	Opposed the felling of native forests on the West Coast
1973	High Court battle to prevent hotel expansion in local neighbourhood
1992	<i>Two Peoples, One Land</i> published.
1999	<i>The Runaway Settlers</i> won Gaelyn Gordon award for Much Loved Book
2001	Last <i>School Journal</i> story published (“A Present from Pudding”). Elsie died.

To end the lesson

Remind the learners of the learning goal. Ask them to talk with a partner about the strategies they used to read and understand this text, for example, how asking questions, and turning headings into 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.

Creating subheadings

You could ask the learners to create alternative headings 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.

Thinking about key words

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 work in pairs to discuss what each word means and why the word is important to the text. Encourage the learners to use a dictionary as necessary. You may need to model the first one as an example.

Word list

fighter, causes, career, published, activist, campaigned, women's rights, social justice, peace, environment

Word	What it means	Why this word is important in the text
author	A writer, someone who writes books and stories	Elsie Locke was an author. She wrote stories for the School Journal.

Finding out more

The learners could use the Internet or a library to find out more about Elsie Locke.

Lesson guide 2: Comprehension, reading critically

Learning goal: To use what I have found out about Elsie Locke to make inferences about her strong beliefs and reasons for the actions she took throughout her life.

Note: Make sure your 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. Together, clarify the purpose for reading the text. For example, “We are reading this text to learn more about what drove Elsie to become involved in social, peace, and environmental issues.”

Refer to the previous lesson about this text. *What was the text mainly about?* Draw out the idea that although Elsie Locke led a humble and simple life, she had a big impact on a wide range of New Zealanders through her writing for children, and her active support for social, peace, and environmental causes. Revisit the dual meanings in the title, “A small footprint – a big impression”.

Tell the learners you want them to probe more deeply into the text to infer ideas that are not explicitly stated. Discuss the strategies involved in making inferences:

- using prior knowledge of the topic, text, and vocabulary;
- asking questions about what the author is not stating;
- predicting what the author means;
- looking for clues in the text that provide information about what the author is not stating.

Discuss how using these strategies assists in making inferences. For example, on page 15, the sentence beginning “*The Depression made Elsie aware of social injustice ...*” hints that Elsie cared a lot about the quality of life of her fellow citizens and wanted to help address what she saw as “social injustices”. Asking questions, such as “Why would a young woman from rural New Zealand join the Communist Party?” and “What was the social injustice that Elsie witnessed?” can help the learners figure out more about Elsie, information that the author is hinting at but doesn’t state directly.

Model your thinking in regard to the questions:

Using my prior knowledge of vocabulary, I know that the words “social injustice” refer to inequality between rich and poor. Using my prior knowledge from the previous reading of Elsie’s early life, (living in a large family in rural New Zealand), I can infer that she had an empathy with people from backgrounds that weren’t wealthy. Also, the information that Elsie came from a big family helps me to infer that she knew about the importance of sharing resources, responsibility to others, and fairness.

During the reading

Remind the learners of the learning goal and reading purpose. Tell them you have a Three-Level Guide that you want them to fill in as they reread the text. Explain that a Three-Level Guide supports critical thinking. Discuss the three levels of the guide:

Level 1 – literal, what the writer is saying, (on the lines);

Level 2 – inferential, what the writer wants the reader to think, (between the lines);

Level 3 – evaluative, what the author would (probably) agree with. This level includes the big idea or theme of the text (beyond the lines) but is very influenced by what the reader brings to the text. For example, the reader’s prior knowledge, personal experience, or point of view on an issue may affect how they interpret a text.

Point out that the learners need to decide if the statements in the guide are true or not, and then find the evidence that supports their decisions. Ask them to work together and discuss their ideas with a partner. While they’re reading, rove and provide support as required.

Three-Level Guide

Statement	Agree	Disagree	Justification
Level One – On the lines (the author said it)			
Elsie Locke lived a simple life.			
She was a lifelong member of the Communist party.			
Elsie fought for better public transport in her community.			
She was very ill for two years.			
Level Two – Between the lines (the author meant it)			
Elsie Locke was committed to helping poor and disadvantaged people.			
She had an interest in peaceful relationships between Māori and Pākehā people.			
Preserving the environment was a lifelong focus for Elsie.			
She led by example.			
Her most important contribution to New Zealand was her writing of books and stories for children.			
Her independence and strong views about equality and the environment were unusual for a woman of her time.			
Level Three – Beyond the lines (the author would agree with it)			
Elsie Locke was a remarkable New Zealander.			
New Zealand is a better place thanks to Elsie’s efforts over her lifetime.			
People need special qualities to fight for causes that benefit the whole community.			
“The pen is mightier than the sword”.			

After the reading

Ask the group to share their opinions and explain the key ideas and information they have about Elsie and her contribution to New Zealand society. Encourage discussion and debate.

Ask the learners what they would like to have asked Elsie if they had met her.

To end the lesson

Remind the learners of the learning goal and ask them to write, in their notebooks, the strategies that helped them find key information and make inferences. Ask them to think about what they will do when they read other texts like this.

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

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.

Finding out more

The learners could use a library or the Internet to find out about other women in the same era who also left a big impression on New Zealand, for example, Robin Hyde, Rita Angus, Sonia Davies, Aunt Daisy, or Mabel Howard. They could use the information they find to write a short report.



Melodie Robinson, Black Fern by Huw Turner

Overview

This is an interview with Melodie Robinson that focuses on her rugby career, in particular her experiences as a Black Fern.

The learning goals and learner 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 during the lessons.

Lesson guide 1: Vocabulary, language and text features

Learning goal: To use what I already know about the topic and the text type to help me find main ideas in this text.

Before reading

There may be a wide range of background knowledge among the learners in the group. Some may be very interested and knowledgeable about rugby and/or the Black Ferns, and others may not be. Adjust your level of support according to what you discover about their prior knowledge.

Share the title of the text and find out what the learners know about the Black Ferns, in general and Melodie Robinson in particular. Some may know that she is no longer a Black Fern, and some may have seen her in her current role as a television host.

Ask the learners to brainstorm some words they would expect to see in a text about a Black Fern and record their ideas on a chart or whiteboard. Ask them to give reasons for their suggestions.

Then ask them to preview the text to look for clues to the text type. Confirm that it is an interview with Robinson. *What helped your thinking?* (For example, the frequent use of question marks and the layout of the text with different colours for each name.)

Ask the learners to predict the sorts of questions the interviewer will ask. Remind them to draw on their knowledge of the usual format of a sports interview. Draw out the idea that the interview is likely to ask questions about how she started out as a rugby player, how she got into the Black Ferns, about significant moments in her rugby career, about influences on her career, and possibly, what advice she would give aspiring Black Ferns. Record the predicted questions on the board for the learners to refer to as they read.

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 Melodie Robinson’s career as a Black Fern.”

During the reading

Have the learners read the first paragraph on page 21 and together, review the main ideas. Draw out the idea that this paragraph introduces Robinson and explains why she is significant. Note that the use of past-tense verb forms (“was”, “played”) indicates that she is no longer a Black Fern.

Add a tick to any words on the brainstorm chart that are also in this paragraph (such as “tournament”, “Women’s World Cup”, or “career”) and ask the learners to tell you if there are any words they think should be added. If necessary, clarify the pronunciation of “Huw” (Hugh).

Briefly review some decoding or vocabulary strategies the learners can use and then ask them to read the interview, reviewing their predictions about the questions the interviewer would ask. Have them work with a partner to discuss the information they are gaining from the text. Ask them to note any words they think should be added to the brainstorm chart. Rove and provide support as necessary. For example, you could model how to break some of the place names into chunks to support decoding (Am-ster-dam, Bar-ce-lo-na).

After the reading

Remind the learners of the learning goal. *How did this text fit with your predictions about the sorts of questions the interviewer would ask?* Refer to the question chart and ask the learners to share what they have found out in response to each question.

Select some of the key words and phrases in the text, (for example, representative, make a mark, in terms of, rep rugby, openside flanker, out of my skin, radical, loosies, nil, caps, tries, defeat, stadium, memorable, pinnacle, achieve, influenced,

motivated, in line, ulterior motives, passion, retiring, host, journalist, commentate) and discuss the strategies the learners used to work them out. Have a dictionary handy for checking. Note that your list will vary according to the background knowledge of the group.

Give the learners a sheet with dates from the text on it and ask them to reread the text to find information about why those dates are significant. Remind them that they can use the strategy of scanning to help them find the relevant figures in the text.

Date	Significant event	How I know
	Start of career (at Otago University)	Page 21 (answer to question 1)
1994	Noticed by Otago coach when playing club rugby as an openside flanker. Got into rep side.	Page 22 (answer to question 3)
Between 1994 and 1996	Coached by Laurie O'Reilly for Wellington reps	Page 23 (part of answer to question 4 – she got into the NZ team after she was coached by O'Reilly)
1996	First time in NZ team. First international game was against Australia and NZ won 28–5. Also beat France 109–0.	
1998	In the team which won the Women's World Cup tournament in Amsterdam	Page 21 (opening paragraph)
2001	Lost to England – the only Black Ferns defeat while Robinson was in the team.	Page 22 (answer to question 5)
2002	In the team which won the Women's World Cup tournament in Barcelona	
2003	This interview was first published.	Inside back cover (publication information)

Discuss the learners' answers and the evidence for them.

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](#) [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 select words from the brainstorm chart. Ask the learners to create a table and write the word in the left-hand column, the root word in the middle column, and add prefixes or suffixes to create other forms of the

word in the third column. Encourage the learners to use a dictionary as a reference. Some examples have been filled in.

Word list

leading, players, won, played, seriously, representative, openside, flanker, watched, decided, radical, bigger, slower, internationally, coached, easily, scored, tries, memorable, closer, everything, influenced, taught, kept, motivated, myself, anything, retiring, journalist, thought, commentate

Word	Root word (or words)	Other forms of the word
leading	lead	led, leader
won	win	wins, winning
memorable	memory	memorial, remember, commemorate

Synonyms

Match up the synonyms (words which have similar meanings) in the following list.

Word	Synonym(s)
leading	
player	
team	
rep	
loosies	
game	
succeed	

Choose synonyms from this list:
representative, side, loose forwards, match, achieve, first, team member

Unpacking contractions

Have the learners scan the text to find examples of contractions (I've, they'd, who'd, you've, there's) and write them as their expanded versions. Note that some contractions, such as "they'd", "who'd", and "there's" can have more than one interpretation. For example, "they'd" could be short for "they had" or "they would" and "there's" could be short for "there is" or "there 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.

Definitions

Have the learners select five word cards from the brainstorm chart of the text and write definitions for them. Or you could select some words to use for Pair definitions [page 40].

Finding out more

The learners could use the Internet to find out more about Robinson or the Black Ferns.

Lesson guide 2: Comprehension

Learning goal: To use what I have learnt about Melodie Robinson to help me make inferences about the qualities she has that have helped her succeed.

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 find information about what helped make Melodie Robinson such a successful rugby player. Explain that some information about this will be stated explicitly in the text, but that you also want them to probe a little deeper to make inferences. Explain that inferences involve 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.

Ask the learners to share their ideas about the qualities of a successful sportsperson. Record their ideas on the board and remind the learners to draw on these ideas as they look for information and clues about Melodie Robinson.

Remind them of the learning goal and clarify the focus question: "What qualities does Robinson have that helped her become a successful rugby player?"

During reading

Give the learners a chart with just the bold headings filled in and ask them to add their inferences as they read. Rove and support the learners, encouraging them to explain how they're making their inferences. Emphasise that they must be able to provide some evidence – their inferences must be based on clues in the text. (The chart below has been filled in for tutor reference, but you and the learners may come up with different ideas.)

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.

What qualities does Robinson have that helped her become a successful rugby player?	
Our inferences	Evidence
Passionate about rugby	Page 21 – always wanted to play Page 24 – her dad taught her to love rugby Page 24 – says rugby is about passion
Determined	Photos on pages 21, 22, 24 Page 24 – would have done almost anything to succeed Page 24 – important to stick at it
Talented	Wouldn't have got into rep teams or Black Ferns without talent. Has 17 caps and scored 20 points.
Aware of her strengths	Page 22 – says she “played out of her skin” and that other loosies were slower than her. Page 23 – knows how many caps and points
Fast	Page 23 – faster than other loosies
Proud of her achievements	Page 23 – the Black Ferns only lost once when she was in the team Photos on pages 23 and 24
Hard worker	Page 23 – worked very hard for Barcelona World Cup
Good team member	Page 23 – worked very hard for Barcelona World Cup – she was close to the other players
Sets goals	Page 23 – refers to what she “set out to achieve” Page 24 – has lots of plans for when she retires from rugby
Is aware of what she has to learn and how others can help her	Page 24 – talks about the people who have influenced her Page 24 – mentions that her coach helped to keep her “in line”

How did your background knowledge about rugby or sports help you when you were making these inferences?

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.

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 an international sportsperson. Have them discuss their ideas with a partner and write three things they would like about it and three things they would find difficult.

Comparing ideas across texts

You could ask the learners to compare the ideas about Melodie Robinson with those of another successful person featured in Collections 2, for example, Apirana Taylor or Gus Sinaumea Hunter.