

Educator support material



Collections 4: Someone I Could Look Up To

This educator support material has possible learning activities for each of the texts within this collection, including suggested learning goals. Each suggested goal focuses on a particular reading progression, but the support material also refers to other progressions. For example, each set of goals will involve comprehension because making meaning from text is always the purpose for reading.

In addition to learning goals, this material also gives a suggested reading purpose for each text. The reading purpose focuses on an authentic reason for reading, such as the information, insights, or entertainment a reader can gain from the text. The learning goals focus on the skills and strategies that help a reader meet their reading purpose.

The support materials for Collections 1, 2, and 3 presented two or three “lesson guides” for each text. This support material presents one learning sequence for each text, consisting of learning activities before, during, and after reading. The activities follow a logical order, but you will need to select from and adapt the learning goals and activities according to your learners’ strengths, needs, and interests. As the learners read more of these texts, you will find many opportunities to make links to and build on their previous learning.

You will probably work on each text over several lessons, depending on the length of your lessons and your learners’ needs. This will allow for multiple readings of each text and give extensive opportunities for learners to develop their language skills through talk. Be guided by the responses of your learners and don’t “overdo” a text if you feel they are ready to move on.

This support material also provides lists of text features. The lists are not intended to be exhaustive but to indicate the kinds of supports, challenges, and learning opportunities that the text provides.

This support material includes links to [Learning Progressions for Adult Literacy](#) and to [Teaching Adults to Read with Understanding: Using the Learning Progressions](#).

Vocabulary

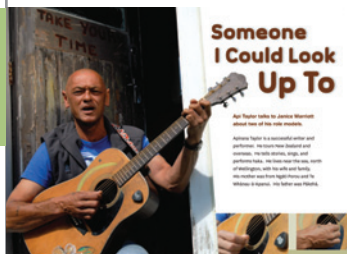
Most of the texts in *Someone I Could Look Up To* include a glossary. The words and phrases in the glossaries are generally low frequency. These glossary items aren’t necessarily the most important vocabulary for your learners to focus on learning. The support material lists some suggested “key vocabulary” from the texts. The suggested key vocabulary is higher frequency and/or central to a specific topic. These words and phrases may be appropriate to focus on for teaching and learning. However, when selecting vocabulary for explicit instruction, you need to draw on your knowledge of your learners’ specific needs. You should also leave room for the learners to make their own decisions about words and phrases that are useful to them.

Remember to find ways to recycle and revisit vocabulary and to discuss strategies for learning vocabulary. (For more information about vocabulary learning, see [Learning Progressions for Adult Literacy](#), pages 34–36.)

Introducing the book

Make sure every learner has a copy of the book (Collections 4: *Someone I Could Look Up To*). Tell them that the book is a collection of texts based on a theme. Ask the learners to examine the front cover and the contents page and then talk with a partner about what they think the theme is, and why they think so.

After reading each text (or before the group reads the next one), discuss how it connects with the overall theme.



Someone I Could Look Up To

Api Taylor talks to Janice Marriott

Overview

In this text, the writer and performer Api Taylor talks to Janice Marriott about two of his role models.

The learning goals for this text focus on the following reading progressions: Decoding, Vocabulary, and Comprehension.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

Although based on an interview, the main text is written in the first person and there are no interview questions. The article includes an introductory paragraph, a fact box, and a glossary. Other features include:

- a combination of simple, compound, and complex sentences;
- a mix of informal spoken language (for example, “a buzz”, “I got teased”, “it didn’t worry me”, “helped us out”) with more formal language (for example, “the deputy leader of his party”, “He worked to promote Māori culture”);

- a variety of verb forms, for example, “is”, “was”, “am always exploring”, “I’ve just come back”, “has been”;
- some complex noun phrases, for example, “different ways of doing things”, “making a career for myself”, “a school with mainly Pākehā children”, “the deputy leader of his party in Parliament”, “president of the local branch of the Māori Women’s Welfare League”;
- metaphorical language, for example, “going in new directions”, “a buzz”, “in my blood”, “look up to”, “get you places”;
- frequent use of pronouns;
- vocabulary that describes people and what they do, including verbs (for example, “tours”, “performs”, “exploring”, “promote”, “led”), nouns (for example, “performer”, “performance”, “musician”, “leader”), and adjectives (for example, “hard”, “different”, “skilled”, “incredible”);
- some fairly low-frequency vocabulary, some of which has unusual spelling patterns, for example, “tour”, “choir”, “Welfare League”.

Key vocabulary

role models, successful, writer, performer, tours, performs, performance, poems, journalist, career, powerful, writer, musician, leader, degree, lawyer, Parliament, Minister, skilled, orator, promote, preserve, president, led, incredible

Learning activities

Learning goals:

- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text
- to make connections between different parts of the text to understand the qualities Apirana Taylor admires and how his role models have influenced him
- to make connections between the information in the text and what I think about role models.

Before reading

Write the title of the article on the whiteboard and ask the learners to predict what they think the article is about. You may need to explain that “look up to someone” has a different meaning from its literal one.

Begin to establish a purpose for reading by asking the learners to discuss questions such as “What does it mean to look up to someone?”, “Who are some common role models?”, and “What makes someone a role model?” in pairs or small groups.

When they share their ideas as a class, prompt the learners to explore vocabulary connected to the idea of looking up to someone, such as “admire”, “respect”, and “value”, and vocabulary connected to role models, such as “leaders”, “artists”, “sports people”, and “famous”. Ask “Who do you look up to and why?”

Have the learners work in groups to brainstorm words and phrases that describe the qualities they think a role model should have and the things they think a role model should do. Share these as a class. Begin a vocabulary list for everyone to refer to.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find information about the qualities of role models.* Point out that their learning goals will help them achieve their reading purpose.

As a class, discuss the photo on the cover. Tell the learners that this is Apirana Taylor and that they are going to read about him and two of his role models. Give each learner a clean copy of the graphic organiser on page 5. Discuss what they think will go in the first two columns. You can use this discussion to preview some of the vocabulary in the text and add it to the class list.

Have the learners read page 3 and fill in the first two columns. (If you think this is too challenging for your learners, they could listen to this page on the audio version, discuss what they heard, and then read the page.) Explain that they should just write words and phrases from the text, not full sentences. Tell them to record any words they don’t know on sticky notes or in the “Some things I’m not sure about” column in their organiser.

As a class, complete the first two columns in the graphic organiser, always referring back to the text. Suggested answers are given in the example on page 5, but you and your learners may come up with other ideas.

Vocabulary

Discuss any words from page 3 that the learners didn’t know. Ask them to share their ideas about strategies for working out the meanings of unfamiliar vocabulary.

Tell the learners that there are many levels of “knowing a word” when they are reading, for example:

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

Discuss some strategies to decode words and/or work out their meanings. Record these strategies on a chart. The learners can refer to this chart and add to it as they read new texts.

Decoding strategies: working out what the word is

1. Look for familiar parts of the word.
2. Break the word into smaller “chunks” or syllables (for example, per-form-er, o-ver-seas).
3. Remember that some letters or combinations of letters can have more than one sound.

4. Look for root words and use knowledge of how suffixes and prefixes can affect the form or meaning of a word (for example, write-r, success-ful).
5. Think about what I know about spelling rules (for example, “changing”, “exploring”).
6. Think about how some words “belong together” (for example, “role models”, “tells stories”, “deputy leader”, “local branch”).
7. Think about what makes sense and what “fits” in the sentence.

Vocabulary strategies: working out what the word means

8. Think about the topic or the meaning of the text around the word.
9. Read on to the end of the sentence or paragraph or reread the previous sentence to look for clues.
10. Look for definitions or explanations (including those in other parts of the text, in footnotes or glossaries, and in visuals such as photos, illustrations, or diagrams).
11. Recognise figures of speech (where words or phrases mean something that is different from their usual meaning), for example, “look up to”.
12. Remember that some words can have more than one meaning and think about which meaning makes most sense.
13. Look up the word in a dictionary.
14. Identify root words.

Give the learners a few minutes to skim through the rest of the article to find out about the layout and structure.

Skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text, gaining a broad picture of the content and reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))

When the learners have finished, discuss what they have noticed. If necessary, prompt them to notice that Apirana talks as if he’s giving an interview, but there are no questions, and that the article has a fact box and a glossary. Talk about how the words in bold are in the glossary and are organised alphabetically.

Ask the learners to read the article and complete the rest of the graphic organiser. Read and discuss the headings so they are clear about the task. Remind them to record any new words and to use vocabulary strategies to help them decode and understand unfamiliar words.

If your learners need more support, you could listen to the audio version before reading and/or read page 4 together. You could ask different groups to read and take notes about Apirana Ngata or about Vera Morgan. (Both groups will need to read the last paragraph, however.)

While the learners are reading, walk around to see how they’re managing, offering support as required and noting any further teaching points.

When the learners have completed their graphic organiser, or their part of it, ask them to share their answers with a partner. Encourage the learners to discuss what was hard or easy about reading the article.

Collections 4: Someone I Could Look Up To “Someone I Could Look Up To”

Who is Apirana Taylor?	What does he do?	Who does he look up to?	Why does he look up to these people?	How have they influenced him?	Some things I'm not sure about.
New Zealander	writes	Sir Apirana Ngata	Sir Apirana Ngata	They showed him that hard work and believing in yourself can get you places.	
successful writer and performer	performs (tells stories, sings, and performs haka)	Vera Morgan	<ul style="list-style-type: none"> big, powerful was a leader to his people was also a writer and musician did great things for Māori 	Sir Apirana Ngata has possibly influenced him in his career.	
married and has children	tours NZ and overseas		Vera Morgan	Both Sir Apirana Ngata and Vera Morgan worked for their communities.	
Māori and Pākehā			<ul style="list-style-type: none"> supported Apirana Taylor's family when his mother died has done a lot in the community led kapa haka group 	Both Sir Apirana Ngata and Vera Morgan were leaders.	

After reading

As a class, work through the graphic organiser questions, referring back to the text, discussing ideas, and making connections between ideas within the text. Come up with an agreed class version. Encourage debate, prompting the learners to refer back to the text for their evidence. This means they will need to use their knowledge of language and text features to explain their thinking. Pay attention to the words and phrases that describe Sir Apirana Ngata and Vera Morgan (for example, “powerful”, “a leader”, “did great things”, “was the first Māori to”, “helped us out”, “always out there, doing good things”, “led”, “incredible”). Select some to add to the class vocabulary list.

When you focus on the question in the fifth column, prompt the learners to make connections between the information about Apirana Taylor, what he says about Sir Apirana Ngata, and what he says about Vera Morgan (for example, that they were leaders and did a lot for the people in their communities). The final paragraph explicitly states what he admires about them and how they influenced him. However, his descriptions of Sir Apirana Ngata and Vera Morgan and the information about his own life and work also suggest what he admires and their influence on him.

Ask the learners to discuss their responses to the text in groups. You could ask questions such as “Do you admire Sir Apirana Ngata and Vera Morgan?”, “Why or why not?”, “What do you think about Api Taylor?” Have each group appoint someone to summarise their ideas for the class.

Have the learners work in pairs or small groups (with people they haven’t worked with before) to identify one word they didn’t know before the reading and to discuss the strategies they used to work it out. Add any new ideas to the strategy chart.

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

Guided writing and/or speaking

Linking back to the opening discussion, tell the learners about someone you look up to and model some simple sentence structures for them to use in their writing, for example:

A person I look up to is [A NAME].

He/She [SOMETHING THEY DO – A VERB PHRASE].

He/She [SOMETHING THEY DO – A VERB PHRASE].

He/She is [AN ADJECTIVE].

He/She is [AN ADJECTIVE].

Have the learners choose someone they look up to. It might be a family member, a friend, or someone in the community. Give them time to prepare an oral presentation about their role model to the class and/or to prepare a poster that includes a description and a picture of their role model. Encourage them to use some of the vocabulary from your class list.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to record three strategies that will help them decode unfamiliar words and work out word meanings in the next text they read. They could write the strategies in their own words or copy them from the strategies chart.

Create (or add to) another chart for comprehension strategies. Have the learners discuss the strategy of making connections. “How useful was it for you in understanding this 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 your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Understanding pronoun reference

This text has a lot of pronoun reference. Most of it is straightforward because the pronoun refers to one simple noun that immediately precedes it, for example:

“I’m happy with my work. **It** keeps changing and going in new directions.”

However, some of the usage is more complex as in the following example.

“... I went to Rotorua for a performance. A choir had set one of my poems to music. **It** was a buzz.”

In this example, “It” refers back to “a performance” and to the whole preceding sentence.

To help learners notice the way pronoun reference is used in this article, you could give them examples of pronouns and have them write what the pronoun refers to, as in the table on the next page.

page, paragraph, line	pronoun	what the pronoun refers to
page 3, line 4	He lives near the sea ...	Apirana Taylor
page 4, paragraph 1, line 1	It keeps changing and going ...	Apirana’s work
page 4, paragraph 1, line 11	It was a buzz.	the performance, a choir setting one of his poems to music
page 5, paragraph 1, line 1	But it didn’t worry me.	the fact that his name was different and he was different
page 5, paragraph 1, line 5	He was someone I could look up to.	Sir Apirana Ngata
page 6, paragraph 1, line 5	It was a very hard time ...	when Apirana’s mother died
page 6, paragraph 2, line 4	They showed me ...	Sir Apirana Ngata and Vera Morgan

Identifying root words

Give the learners a list or set of cards with some or all of the following words, or create your own list from the text. Ask them to create a table and write the word in the first column; the root word in the middle column; and any patterns they are noticing in the third column, such as the use of the same suffix (-ful, -er) or inflected ending (-ed, -ing). Support your learners as necessary and encourage them to share their discoveries; for example, the root word “change” loses its “e” when adding “ing”.

performer, performance, performs, lawyer, writer, writing, leader, orator, successful, journalist, musician, powerful, overseas, changing, exploring, making, believing

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

Alternatively, you could use the Word building activity on page 30 of *Teaching Adults to Read with Understanding: Using the Learning Progressions*.

Practising vocabulary strategies

Make sure your learners have access to the [numbered list of decoding and vocabulary strategies](#) (page 3).

Ask your learners to create a table like the one below. Then ask them to reread or skim the text and write any words they’re still not sure about in the first column. Encourage them to record their predictions about the meaning of each word in the middle column and to use one or more of the listed vocabulary strategies. Encourage them to talk about the strategies they’re using and 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 your 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:

Which strategies am I using the most? (The numbers in the third column will show this.)

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

Further reading

You and your learners could find out more about Apirana Taylor by, for example, listening to the audio version of [“Playing with Words”](#) in Collections 2.



Our Sunday Lunch

by Florence Aiono and Adrienne Jansen

Overview

This text is about a Samoan family's regular Sunday lunch. It includes details of the roles that family members have in preparing and participating in the lunch.

The learning goals for this text focus on the following reading progressions: Using Language and Text Features, Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

This article describes the process the family follows every Sunday, including the main stages and descriptions of the people and food. The text is written in the present. Other features include:

- mostly simple or compound sentences;
- the use of Samoan words and phrases, with English definitions in the glossary;
- mostly present verb forms, for example, “is”, “is cooking”, “can smell”;
- direct speech;
- informal language, such as “all lit up”, “you can smell it”, “ – yum!”, “... and guess what?”;
- mostly high-frequency vocabulary (apart from the words for food and the Samoan words);
- a lot of language signalling time and sequence, for example, “It’s 5 a.m.”, “By 9 a.m.”, “After church”, “first”, “When the kids have finished”, “before he leaves the table”;

- words describing food, cooking, and dining, for example, “meatballs”, “peeling”, “dishes”, “cooking nicely”, “curried”, “brilliant bakers”, “pot”, “savouries”, “dining room table”, “head of the table”, “grace”, “meal”, “clear”, “reset”.

Key vocabulary

peeling, package, brilliant, cousins, salad, teenagers, lounge, channels, weekend, savouries, dining room table, grace, beautifully, choir, towel, lukewarm, soapy, reset, coughing, snoring, laughing, wonderful, cupboards, slices, container, raw (and language signalling time and sequence)

Learning activities

Learning goals:

- to look for language and text features that will help me understand the purpose and meaning of this text
- to use the comprehension strategy of making inferences to help me understand the writer’s purpose and point of view
- to read critically to evaluate the writer’s purpose and point of view and compare it with my own experiences and opinions.

Before reading

Introduce the ideas of routines, traditions, and processes. Discuss familiar routines and move on to the topic of family routines and traditions. This could include talking about what typically happens on a weekday morning in their home, or a special tradition in their family, and the roles and routines surrounding it.

Have the learners work in pairs to discuss the illustrations. Ask them to identify what’s happening, answering questions such as “Who are they?”, “What are they doing?”, and “Where are they?”

Confirm that the story is about the regular Sunday lunch of a Samoan family in New Zealand. You could explain some of the words for the food so this doesn't hold up the learners later (for example, “sapasui”, “taro”, “corned beef”, “sweet-and-sour meatballs”, and “pani popo”). Prompt the learners to notice that some of the words are in bold. Ask them the language of these words, reminding them that the story is about a Samoan family. Draw the learners' attention to the glossary, which gives English translations.

Talk about descriptions of processes, giving examples and asking the learners for examples that they talk about or read. Ask the learners to identify features of these descriptions, for example, present verb forms, being told in sequence, and language for time and sequence. (If your learners can't identify any of these features at this point, talk about them as you work through the text.)

Ask the learners about the process for an important lunch: “What do you think needs to happen before guests arrive?”, “What time would the preparations need to begin?” (If you think your learners need extra support with the vocabulary before they read, they could work in groups to make notes under the headings Before, During, and After. Then each group can share their ideas and use this discussion to write up and talk about words that occur in the text.)

Look at the beginning of the first three paragraphs. Note the language for talking about time and sequence: “It's 5 a.m.”, “By 9 a.m.”, “After church”. Give the learners a few minutes to scan the text and look for other words or phrases that signal time and sequence, for example, “When the kids have finished”, “In minutes”, “When the men have finished”, “As we leave”.

Scanning helps learners to read more efficiently by getting a general idea of the text and of where to find relevant information in it. When scanning, a reader looks through a text for particular pieces of information, paying closer attention to sections where they expect to find the required information and looking out for words or images that relate to it. It is different from skim reading in that skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text gaining a broad picture of the content, reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))

Have the learners compare their words and phrases in groups, talking about any they have found. They don't need to have a complete list at this stage. Explain that these words and phrases act as guides to help the reader understand the events in the process. Tell them they will need to pay attention to these words and phrases as they read.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find information about a family lunch and the roles different members of the family play.* Point out that their learning goals will help them achieve their reading purpose.

Give each learner a graphic organiser like the example on the next page. Before you do, create spaces for them to fill in as they read. Choose which and how many spaces to leave blank, according to the strengths and needs of your learners. You may have different versions for individuals or for groups if appropriate for your class.

Time	Who	What
It's 5 a.m.	Ivone (mother-in-law) Aiono (father-in-law)	preparing the food
By 9 a.m.	Ivone and Aiono	everything is cooking go to church
After church	everyone	arrives and brings food with them
Everyone does what they always do	the teenagers the men Pa Aiono the women	take off into one bedroom go into the lounge buys hot chips and savouries for his grandchildren go into the kitchen and work
There are three sittings at the table ... go first	youngest children and Pa Aiono	eat together
When the kids have finished	the kids	say, "Fa'afetai fai ..."
When Pa Aiono has finished his meal before he leaves the table	Martha Pa Aiono	brings a towel and a bowl of water washes his hands and says "Ia ..."
In minutes	all the men	are at the table
When the men have finished	the women	get to eat with Ivone
As we leave	Pa Aiono Ivone	gives the children money gives everyone food to take home

Tell the learners to read the text and fill in the graphic organiser. They don't need to write full sentences, just notes. Ask them to record any unfamiliar vocabulary on sticky notes or on note pads as they read. While they are reading, walk around the groups to see how they're managing, offering support as required and noting any further teaching points.

After reading

Have the learners discuss their graphic organisers in groups. Encourage them to refer back to the text and talk about where the information is and anything they're not sure about or don't understand.

As a class, go through the graphic organiser and discuss the answers. Allow time for the learners to ask you about anything they're still not sure about.

Time and sequence language

Remind the learners about time and sequence language and its purpose of guiding the reader. If appropriate for your learners, discuss the structure of the sentences (for example, After + noun, + clause and When + clause, + clause) and look at more examples. Explore further examples by co-constructing sentences as a class or by making links to sentences in other texts. You could use tables like the examples on the next page

to explore time and sequence language, writing in sentences from “Our Sunday Lunch” and co-constructing further examples.

The learners could then retell the main events in the text, using a range of time and sequence language.

example	preposition +	noun,	clause.
page 8	By	9 a.m.,	everything’s cooking nicely.
page 9	After	church,	everyone arrives.
page 11	In	minutes,	all the men are at the table.
<i>Write your own example, using information from the text</i>	<u>Before</u>	<u>the men’s lunch,</u>	<u>the women clear and reset the table.</u>

example	subordinator +	clause,	clause.
page 12	When	the men have finished,	it’s the women’s turn.
page 13	As	we leave,	Pa Aiono gives each of the children a few dollars.
<i>Write your own example, using information from the text</i>	<u>Before</u>	<u>the men sit down,</u>	<u>the women clear and reset the table.</u>

Reading critically

Ask the learners why they think the writer (Florence Aiono) wrote about her family’s Sunday lunch. Tell the learners that you want them to read the text again and to probe more deeply into the text to make inferences about what they think the writer thinks and feels about her family’s Sunday lunch. Explain that making inferences involves reading between the lines 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.

You could create a three-level thinking guide to support the learners in reading critically before discussing the broader question above (what the

writer thinks and feels about her family’s Sunday lunch). A three-level thinking guide consists of true and false statements about a text. These are a combination of literal, interpretative, and evaluative statements. The learners discuss whether each statement is true or false, using evidence from the text to support their opinions. The interpretative and evaluative statements should allow for different opinions and encourage discussion, rather than simply right or wrong answers. (For more information, see *Using three-level thinking guides, Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 55.) Examples of statements you could use with “Our Sunday Lunch” are given on the next page.

Read “Our Sunday Lunch” and decide whether each of the following statements is true or false. Discuss your answers with your partner or group and give reasons for your decisions.

1. Only Ivone makes sweet-and-sour meatballs for their Sunday lunch.
2. Everybody kisses hello when they arrive.
3. The family eat all of the food at their Sunday lunch.
4. Pa Aiono always buys some food for the children.
5. The writers think that the youngest children are lucky to eat with Pa Aiono.
6. The men sleep in the lounge.
7. Family members often keep Ivone’s pots and plates.
8. The women would like to eat first.
9. The writers believe that the women should do all of the work at the Sunday lunch.
10. The writers believe that family traditions are very important.

Give the learners time to read the text again, then have them work in groups to discuss their ideas. Remind them that different answers are possible when they are interpreting and evaluating. Also remind the learners that inferences are based on evidence in the text so they should refer back to the text when discussing their answers.

Have one person from each group report their group’s ideas back to the class. Discuss the ideas and prompt the learners to give specific evidence from the text. (For example, “How special” suggests the writers value the time the children spend with Pa Aiono. The writers’ humorous treatment of the men’s lack of work in the kitchen could suggest a lack of resentment over this. “We get to eat with Ivone” suggests this is an honour.)

As a class, talk about the roles the various family members play at the Sunday lunch. Discuss the ways these roles are similar to or different from those in families you and the learners know.

Describing a process

Using a graphic organiser like the one used during the reading, model making notes to describe a routine, tradition, or other process. Then highlight your time and sequencing language and model making sentences from your notes. In your model description, demonstrate an appropriate level of complexity (in the process and in the language) for your learners. Include a good range of time and sequencing language.

Have the learners each make their own graphic organiser and write notes about a routine, tradition, or other process they know. Help them fill in the first column with time and sequencing language. Have them fill in the other two columns with notes, then have them describe their process to a partner or small group.

As the learners are sharing their descriptions, walk around and help with any problems with clarity. Take note of any difficulties the learners have for future teaching points.

You may want to get the learners to develop these notes into a written description or a more formal oral presentation.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to record the language and text features and the comprehension strategies they can use to support them 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 your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Further reading

Read about other types of processes, for example, descriptions of traditional celebrations, work-based processes, and natural processes such as life cycles.

Time and sequencing language

Give the learners cut-up descriptions of processes and have them use the time and sequencing language to help them put the sentences into the correct order.

Give the learners descriptions of processes with some of the time and sequencing language left out. Have them fill in the gaps with appropriate language.

Making inferences

Create a three-level thinking guide to support learners in making inferences with another text. (See Using three-level thinking guides, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 55.)



Sowing Seeds

Sister Loyola talks to Janice Marriott

Overview

This article is about Sister Loyola, an elderly nun who runs the gardens of the Home of Compassion in Wellington. She explains how they make compost and who works in the gardens. The article ends

with instructions for growing potatoes in a bucket.

The learning goals for this text focus on the following reading progressions: Using Language and Text Features and Comprehension.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

Although based on an interview, the main text is written in the first person and there are no interview questions. The article includes a boxed introductory paragraph, a set of instructions, and a glossary. Other features include:

- photographs that support the text;
- mostly simple or compound sentences, with some complex sentences;
- a conversational tone, for example, “See all those marigolds over there?”;
- mostly simple present or past verb forms, for example, “is”, “want”, “can have”, “was”, “became”, “started”;
- some passive verb forms, for example, “was named” and “was told”;
- several complex noun phrases, for example, “the grounds of the Home of Compassion”, “a layer of soil”, “Gardening and being part of the community”, “the minds of young gardeners”;
- prepositional phrases to describe locations, for example, “in the hospital”, “in Island Bay”, “on top of this hill”, “in the middle”, “In this garden”, “up this fence”;
- language signalling time and sequence, for example, “in 2008”, “When I was sixty”, “Then”, “In ten weeks”, “Four years ago”, “First”, “for a while”, “When you see”, “As the plant grows”, “After about three months”;
- vocabulary connected to gardening, for example, “Sowing Seeds”, “Gardener”, “grounds”, “marigolds”, “bugs”, “soil”, “plot”, “manure”, “watered”, “planted”, “enrich”, “compost”, “waste”, “heap”, “sweet peas”.

Key vocabulary

Sowing seeds, gardener, unhelpful, soil, poor, vegetable plot, covered, ground, layer, watered, settle down, compost, waste, pile, stem

Learning activities

Learning goals:

- to use language and text features to help me understand the information in this text
- to use the comprehension strategy of identifying the main points to help me understand the information in this text.

Before reading

Write the title of the article on the whiteboard. Ask the learners to make predictions about the content of the article. Confirm that it is about gardening. To build on the learners’ prior knowledge (of the topic and topic-related vocabulary), have them share what they know about gardening. Brainstorm gardening and make a mind map with vocabulary and ideas connected to gardening.

You could also use a KWL chart like the example below, instead of the brainstorm or as a follow-up activity. Fill in the first two columns of the chart (What we know and What we want to learn) in groups or as a class. Review the third column after reading the text. (See Brainstorming and KWL activity, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, pages 46–47.)

K: What we know	W: What we want to learn	L: What we have learned

Give the learners a list of about ten or twelve words from the text that are connected to gardening, for example, “growing”, “bugs”, “soil”, “vegetable plot”, “ground”, “manure”, “watered”, “planted”, “compost”, “grow”, and “sow”. Discuss the words that are not in your mind map or that are in different forms. Tell the learners they are going

to listen to the audio version of the text and that they need to put a tick next to the words if they hear them. Play the audio version of the text. As a class, discuss the words they heard. Ask them questions, such as “Did you hear any words more than once?”, “Did you hear any different forms of the words?”, “Did you hear any of the information around the words?”

Using the audio

You can use the audio versions of the text for focused listening before or after reading. Listening to the audio before reading can help learners whose oral language is at a higher level than their written to access the written text. Before reading, you can have the learners listen and sequence pictures or events, listen and note key vocabulary, listen for one main idea, or listen for the gist of the text.

Listening to the audio and following the written text after reading can help promote fluency (not reading word by word), recognition of sound and letter relationships, and pronunciation (especially for ESOL learners).

Using the audio before or after reading can support learners’ listening skills and vocabulary development. It also provides opportunities for repeated reading of the text and/or exposure to the language, which can help consolidate learning.

Hand out photocopies of the text (not the photos). Have the learners listen again and follow on the written text. Tell them to highlight the words from their list as they listen.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find information about a gardener.* Point out that their learning goals will help them achieve their reading purpose.

Tell the learners they are going to skim read the text (not including the instructions at the end) to find out who it is about, what it is about, and where it is.

Skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text, gaining a broad picture of the content and reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))

Give the learners the book and a graphic organiser with the headings Who?, What?, and Where? Explain that in this case, What? refers to what the person does. Tell them to skim read the article and make notes under each heading. Point out that they just need to write what they can and to write in note form, not in complete sentences. Set an appropriate time limit for your learners in order to encourage them to skim read.

When they have finished, have the learners compare and discuss their notes in pairs or small groups. Suggested answers are given below, but you and your class may have some other ideas.

Who?	What?	Where?
Sister Loyola a nun was a nurse	in charge of the gardens grows vegetables grows marigolds community garden teaches others to garden	Home of Compassion Island Bay Wellington

Now discuss Who? What? and Where? as a class. As the learners discuss their answers, talk about where that information is in the text. Create an agreed class version of the table.

Give each learner jumbled main ideas of the paragraphs, including the introductory information in the shaded box below the text’s title, as in the table below.

Main Idea	Paragraph
Who works in the community garden?	Information box
How do they make compost for the garden?	6
How did she get interested in gardening?	5
Who else uses the community garden?	1 and 2
Who is Sister Loyola?	4
How does the community garden work?	7
How did they start the gardens?	3
When did she start managing the gardens?	8

Choose one of the paragraphs and model some strategies for choosing the main idea that matches it. For example, explain that you are focusing on the first, second, or last sentence, focusing on what most of the information is about, or skimming the text. Tell the learners what clues you used to decide on your answer. Model how to use the photos and the glossary to help clarify meaning. Point out that this is a fairly conversational text written in the first person, so the structure is not formal and they will need to use a variety of strategies.

(See Identifying main ideas, [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 51.](#))

Have the learners reread the text (not including the set of instructions on page 20) and match the correct paragraph to each main idea on the list by drawing a line between them. While they are reading, walk around the groups to see how they’re managing the task. Offer support as required, and note any further teaching points.

Have the learners compare their answers with a partner and talk about how they made their decisions. Encourage debate so they draw on their knowledge of language and text features to explain their thinking.

Discuss the answers as a class. Allow time for the learners to share any aspects of the text that they found difficult and for questions and discussion.

After reading

Ask the learners questions such as the following about their responses to the text.

- Why do you think Sister Loyola started the community garden?
- Do you think it's a good idea? Why or why not?
- Do you or anyone you know garden?
- What kinds of things do you or they grow?
- Why do you or they do it?

If you are using the KWL activity, have the learners fill in the third column individually, compare their answers in groups, and then discuss what they have learned as a class. You could also talk about how they might find out information that wasn't in the article.

Ask the learners for ideas about how to grow potatoes in a bucket. List their ideas on the whiteboard. You could write a set of instructions together. Read the instructions on the last page together. Compare them with the class's ideas.

Draw the learners' attention to the words that start the first five sentences. Prompt them to notice the imperative verb forms (“make”, “fill”, “put”, “cover”, and so on) and that there is no subject. Ask them what words and phrases tell the reader when to do things. Discuss the time and sequence language (for example, “When you see leaves and a stem”, “As the plant grows”, “After about three months”, “when the tops flop over”).

Have the learners work in pairs to find other examples of time and sequence language in the main text. Ask them to discuss the sentence structures with their partner. Then discuss their answers as a class. Group the examples according to their sentence structures. You could make links to the time and sequencing language used in “Our Sunday Lunch” and the words and phrases the learners used in their writing about a process. (See pages 10–11 for more information and activities for working with time and sequencing language.)

Discuss other instructions that are familiar to the learners, such as recipes or notices. As a class, write some instructions for reading strategies or classroom processes. Model how to use imperative verb forms and time and sequence language.

In groups, have each learner give a simple set of instructions for doing something they know about. Give them some time to prepare their instructions. Then ask them to give instructions to their group. Tell the learners to give each other feedback on the clarity of their instructions, their use of imperative forms, and their use of time and sequencing language.

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

Reflecting on the learning

Remind the learners of the learning goals. Ask them to record three strategies they can use to help them understand the information 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 your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Instructions

Follow the instructions in the text on page 20 and grow some potatoes in a bucket. You could do this in class, if possible, or learners who want to could do it at home and report to the class on the growth of their potatoes.

You could use an activity similar to the process for exploring time and sequencing language described on page 16 to explore language that describes locations. Then have the learners practise this language in the context of reading, writing, listening to, following, and/or giving instructions.

Strategies for comprehension

You could review and practise strategies for comprehension using the Reciprocal teaching of reading activity described in *Teaching Adults to Read with Understanding: Using the Learning Progressions* on page 57.

Vocabulary

Use the photographs on pages 14–20 to explore new vocabulary and review the vocabulary you focused on in your learning activities. Have the learners work in pairs or small groups to describe the photos. The partner or the rest of the group could then guess which photo they are describing. To extend this activity, you or your learners could bring other photos to describe. You could also include and focus on language to describe locations.

Have each learner choose two or three words, from the text and/or the class mind map, that they want to learn. Ask them to make notes about these words, including a description of the meaning of each word, different forms of the words, words

that they commonly occur with, and example sentences or paragraphs. They can work in groups to discuss why they chose their words and the notes they have made.

Volunteer Work

by Iona
McNaughton



Overview

In this narrative, Melanie undertakes volunteer work as a way of entering the workforce. She has never worked before and is not sure what she wants to do. She overcomes some obstacles in the process.

The learning goals for this text focus on the following reading progressions: Comprehension and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

This text is a simple narrative, including an orientation, a main character, a complication, and a resolution. There is additional factual information at the end of the text. Other features include:

- a range of simple, compound, and complex sentences;
- a range of mostly past verb forms, for example, “left”, “had been taking care of”, “was looking for”, “caught”, “was beating”, “was folding”;
- direct speech;
- mostly high-frequency vocabulary;
- photographs that support the text;
- vocabulary connected to work (especially retail work) and study, for example, “interviewer”, “stock”, “enrol”, “application form”, “organisation”, “staff”.

Key vocabulary

volunteer, confidence, interviewer, involved, colourful, cushions, on display, pile, application form, relieved, rough copy, wondered, fantastic, talent, sense of, burst with pride, interior design, offered, enrol, hesitated, organisation, producers, goods, store, staff

Learning activities

Learning goals:

- to use language and text features to help me find the main ideas in this text
- to make connections to my own experiences of doing something new to help me identify main ideas in this text
- to make predictions to help me identify main ideas in this text.

Before reading

Listen to the audio version of the text or read the first paragraph as a class. Don't read the title of the text. Have the learners work in groups to talk about Melanie and make suggestions about what she could do to get into the workforce. Have each group report their suggestions back to the class. List the suggestions on the board. Discuss the suggestions, prompting the learners to talk about the pros and cons of each one. You could also use this discussion to explore some of the vocabulary in the text and list it on the whiteboard, clarifying the spelling and the meaning of each item.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find out what Melanie did to get into the workforce.* Point out that their learning goals will help them achieve their reading purpose.

Give the learners the book. Ask them to read the second paragraph, then discuss in pairs what Melanie's aunty suggests. Refer the learners to the

information about Volunteer Wellington on page 28 and ensure they have a clear understanding of volunteer work.

As a class, discuss the aunty's suggestion. Ask questions such as the following:

- Why does Melanie's aunty think it's a good idea?
- What are the pros and cons of her suggestion?
- What do you think about working for no pay?
- Do you think it's a good idea?
- How does the suggestion compare with yours?

Have the learners read the third paragraph to find out what Melanie's job will be. Tell them to work in groups to answer the following questions:

- What is the name of the shop?
- Do you know a shop with this name?
- What does the shop's name mean?
- Why would people volunteer to work there?
- What does Melanie have to do for the job?

Have the groups share their answers with the rest of the class. Discuss the answers, referring back to paragraph three. Also refer the learners to the information about Trade Aid on page 28. Talk about the description of the job on page 22. Clarify how to say the words for each task and the meanings of these words (you could refer to the photographs on pages 24 and 25 to clarify meanings). Talk about the form of the words. Ask the learners "Why does the first word in each phrase have an -ing ending?" (They follow the main verb "involved" and are noun phrases for the activities.)

At this point, prompt the learners to identify the overall problem in the narrative: Melanie wants to get into the workforce but has never worked. Tell them that they have read about a suggested solution but we don't know if it's going to be successful. Tell the learners that Melanie will face (as we all do) some complications along the way. Have them work in groups to make predictions about what these will be, then share their predictions with the rest of the class. List the predictions on the board to refer back to later.

Give each learner a graphic organiser like the one below. They can fill in the graphic organiser as they read the story. Think about the needs of your learners and how much support they will need. If you think they will be able to extract the information independently, you could give them blank graphic organisers. If you think they need more support, you could give them graphic organisers with some of the spaces filled in. You could also fill in some of the boxes as a class before allowing them time to read and make notes individually. Tell the learners that they just need to make notes from the text – they don’t need to construct complete sentences.

Overall problem: Melanie is not sure how to get into the workforce. Suggestion: Do some volunteer work.	
PROBLEMS/COMPLICATIONS	SOLUTIONS/RESOLUTIONS
heart was beating fast	took a big breath
Celine gave Melanie an application form and a pen. (Melanie can’t read or write very well.)	“Would you like me to help you?” She told Celine that she wasn’t very good at reading and writing.
At first, Melanie was always scared she would do something wrong.	Celine showed her what to do for the first three weeks. After a few weeks, Melanie felt more confident.
There were some spelling mistakes.	Write a rough copy first and check the spelling with her or another volunteer. She also showed her how to look for words in a dictionary.
She was not very good at reading and writing.	I could find a course to improve my reading and writing.

Have the learners work in groups to compare their answers. Go around the groups, helping with difficult words and sentence structures. Encourage them to refer back to the text to confirm their ideas.

Then work through the graphic organiser as a class. Discuss aspects of the text the learners found challenging and strategies that helped or could help them. Refer back to their predictions and compare them with what happened. Ask the learners if they think the story is realistic, prompting them to give reasons for their answers.

After reading

Talk about any challenges that are not explicitly stated in the text but that Melanie may have faced in her situation, for example, being a young mother, feeling nervous, or lacking confidence or self-belief.

Have the learners work in pairs to track Melanie’s feelings during different parts of the story. Give them a photocopy of the story and tell them to write adjectives describing her feelings next to each paragraph and to highlight the words or phrases that made them choose those adjectives. Alternatively, you could have the learners complete a table like the example below and discuss their ideas with a partner. Then have each pair share their ideas with the rest of the class.

Paragraph	Adjective	Why I chose this adjective
1	confused	She had no idea what she wanted to do.
2	hopeful	She went to Volunteer Wellington, so I think she thought it might help her.

Ask the learners their opinion of Melanie. “What words would describe her?” Some possible words could include brave, strong (in spite of her nervousness), cautious, growing in confidence, and ambitious.

Prompt the learners to recognise the things Melanie did that helped her progress, for example, talking to her aunty, making contact with Volunteer Wellington, giving a voluntary job a go, being keen to learn on the job, asking to arrange the shop window, and thinking about courses to improve her weaker areas.

Revisit the overall problem. Ask the learners whether they think it has been resolved.

Make a flow chart of the important steps in Melanie’s journey. Talk about the things that helped her.

For example:

Have the learners work in pairs or small groups to invent a brief sequel to the story. Ask them questions, such as “What do you think might happen next?”, “What kinds of challenges might Melanie face?”, “What could support her?”, “What are some strategies she might need?”



Reflecting on the learning

Remind the learners of the learning goals. Ask them to record three strategies they can use that will help them identify the main ideas 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 your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Making connections to other texts

If you and your learners have read “Someone I Could Look Up To” and talked about role models, compare their ideas about the qualities of role models with their descriptions of Melanie. Discuss the ways they do or do not think Melanie is a role model.

Filling in forms

Refer back to Melanie’s difficulty with filling in the application form. Give your learners a variety of application and enrolment forms, and have them work in pairs or small groups to list the features of these forms. Discuss strategies for understanding and filling in these types of forms.

Role playing

As a class, read a job advertisement and practise filling in an application.

Set up a role play. Post several advertisements for jobs around the room, with application forms for each. (Include a brief description of the tasks for each job, following the model in the text.) Have the students read the advertisements and select a job that they would like to apply for. Ask them to fill in an application form. (This could be done for home practice between lessons.) Put the learners into groups of six (or a number appropriate for your class). Each group divides into two groups of three. These groups of three swap application forms and take the roles of interviewers for the jobs (make sure they have the job advertisements to refer to). After they have looked at all the applications, they can give feedback to each other.

If you have been working on job interviews and/or writing covering letters, you could extend this role play to include interviews and/or covering letters.

Further reading

You could read about a job interview in the story “Second Time Lucky” in [Collections 6](#).

The photographs on page 1 are by Anthony Russell (main photo) and Mark Coote (the border on the bottom of the cover). The photographs on page 2 are by Anthony Russell. The illustrations on page 8 are by Vaitoa Baker. The photographs on pages 13 and 17 are by Mark Coote.

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