

Lesson Topic : Inferring meaning - The Hungry Wave	
Year Group : Year 5	
Learning Outcome	To find clues within the text and read between the lines to understand the hidden meaning to make a conclusion or an assumption.
Links with the New Zealand Curriculum 	Processes and strategies: • Selects and uses a range of processing and comprehension strategies with growing understanding and confidence. • Thinks critically about texts with developing confidence. Purpose and Audiences: • Recognises and understands how texts are constructed for a range of purposes, audiences, and situations. • Identifies particular points of view and begins to recognise that texts can position a reader. Ideas: • Makes and supports inferences from texts with increasing independence.
Key Competencies 	- Thinking: Students will need to think about what they know about Tongan language week and relate this to the text that they are reading. Students will also need to think about how to make inferences when they are reading and what this means in order to understand the learning intention. - Relating to others: Students will need to be able to relate to others by thinking about how the characters are feeling in the story and how they would feel in these situations. They will also need to be able to think about how these characters are feeling using the clues in the text that suggest what is going on during the walk to school. - Participating and contributing: Students will need to participate in a guided reading session with the class they will all need to contribute through reading aloud certain parts along with reading some of this independently. They will also need to answer questions as well as asking questions if they need clarity. Students will also need to participate with each other and contribute ideas as they complete the follow up activity. - Managing self: Students need to be able to manage themselves in a group setting with others by making sure they are reading along with the text as they may be called upon at any time to read. They will also need to reread the text as a group in order to complete the follow up task. They will also need to complete the follow up task by the end of the week or before we read the next text. The follow up task also requires students to complete the response to the text task, answering questions from the text, finding facts and also being able to use the dictionary to understand key words and write these into a sentence.
Prior knowledge	Students will need to use what they already know about Tonga in order to understand and unpack the text in greater detail. Students will also need to use prior knowledge on tsunamis and what these are. They will also need to think critically about what to do in this situation and think about how they might feel and react if they knew a tsunami was coming.

	Activating Prior Knowledge • Discuss our play from our first reading session and see how they are getting on to share their play with the class. • Talk about the learning intention and keywords to look out for in the text • What have we learnt so far this week about Tonga? • What is a Tsunami and what causes them? • How might you feel if you were ever in a Tsunami?
Lesson Sequence 	Session Outline Introducing the text Before we begin reading we will discuss what the students already know about Tonga as well as tsunamis. We will also discuss the learning intention and key vocabulary that we will come across when reading the text. We will also discuss the learning intention and what we are going to achieve in our reading lesson for the day. Key questions before we begin reading: • Discuss our play from our first reading session and see how they are getting on to share their play with the class. • Talk about the learning intention and keywords to look out for in the text • What have we learnt so far this week about Tonga? • What is a Tsunami and what causes them? • How might you feel if you were ever in a Tsunami? I will then have students use the contents page to find the story that we are reading so they are familiar with this and know how to use it. Guided Reading Students will be given the opportunity to read parts of the story aloud so that I am able to hear each of the students read for the week. I will do this by telling the students that they could be reading at any time so will need to make sure they are reading along with the text. There will also be parts where I ask the students to read parts of the text independently. I will ask the students questions throughout the story which have been outlined in detail in my teacher notes. We will also discuss key vocabulary as we are reading and give the students the opportunity to reread parts of the text to make sure it makes sense and the students are aware of the learning intention. After reading this as a group we will go over the task as a group. Students will need to go away and reread the text independently. Students will then need to complete the follow up task of the response to text task which asks students to answer questions related to the text and our learning intention for the week. This task also asks them to find key facts from the text as well as what they have learnt about Tonga so far this week. Finally students will need to look up vocabulary in the dictionary, find the meaning and then use this work in a sentence that has meaning to them in order to understand the new key words that they have come across in the story.

	<table><tr><th>Student Activity</th><th>Teacher Activity</th></tr><tr><td> Learn: 1. Guided reading session focusing on finding clues within the text and reading between the lines to understand the hidden meaning to make a conclusion or an assumption. 2. Reading parts of the story aloud as well as reading independently. 3. Looking at topical and unfamiliar vocabulary and making meaning of these words in the context of the story. 4. Answer questions related to the text that they are reading. </td><td rowspan="3"> 1. Introduce the story “The Hungry Wave” and link to prior knowledge about Tongan Language week and tsunamis. 2. Have students read parts of the text aloud and independently as a group. 3. Ask key questions related to the text and infer meaning as they are reading. 4. Continue steps 3 and 4 until we reach the end of the story. 5. Introduce the response to the text task and talk about expectations for the task. 6. Oversee and facilitate when needed discussions with the small group when they are working on the task in their reading group. </td></tr><tr><td> Create: 1. Reread the text independently to make sure they understand what they have read. 2. Complete the response to the text task, answering questions, finding facts and understanding key vocabulary. </td></tr><tr><td> Share: 1. Go through the task with the group and answer the questions together. Having discussions as they go. 2. Share the completed task on their blog. </td></tr></table>	Student Activity	Teacher Activity	Learn: 1. Guided reading session focusing on finding clues within the text and reading between the lines to understand the hidden meaning to make a conclusion or an assumption. 2. Reading parts of the story aloud as well as reading independently. 3. Looking at topical and unfamiliar vocabulary and making meaning of these words in the context of the story. 4. Answer questions related to the text that they are reading.	1. Introduce the story “The Hungry Wave” and link to prior knowledge about Tongan Language week and tsunamis. 2. Have students read parts of the text aloud and independently as a group. 3. Ask key questions related to the text and infer meaning as they are reading. 4. Continue steps 3 and 4 until we reach the end of the story. 5. Introduce the response to the text task and talk about expectations for the task. 6. Oversee and facilitate when needed discussions with the small group when they are working on the task in their reading group.	Create: 1. Reread the text independently to make sure they understand what they have read. 2. Complete the response to the text task, answering questions, finding facts and understanding key vocabulary.	Share: 1. Go through the task with the group and answer the questions together. Having discussions as they go. 2. Share the completed task on their blog.	
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Resources	A copy of School Journal, Level 3, February 2012. Response to Text Task Article Five Facts Research Presentation							
Reflection and Analysis								
	I think this lesson went really well, there was a lot going on at school during the filming of this lesson and some of the students were a bit restless during the lesson. But after establishing our group norms again we were able to proceed with the lesson. We had lots of discussion around tsunamis and what we would need to do if there was one in New Zealand. The students were able to use clues from the text to infer meaning with how characters in the story were feeling and also relate this to how they could feel in							

the same situation. This text lined up really well with our overall topic of the week and the students were able to use the knowledge they had already learnt about Tonga and use this while reading the text. Overall I think this group was really engaged with the text and were able to answer all of the questions and have some great discussions around the answers.

From this lesson I can see that there is still a bit of work to do on making inferences as we are reading so will continue on with this learning intention. I did also find that this group needed to work on finding the main ideas of the text in order to understand what was going on. This could also be the reason as to why they were finding it hard to make inferences. I think that I will work on both of these learning intentions together in order for the students to fully understand what is going on.

The students had a really great content knowledge of Tonga and had completed the research for the week which made it easier to make connections with the text as we were reading. We had some really great discussions about tsunamis and what we would do if this were to happen. Most of the students knew to go to Mt Wellington but I did have a student say they would go to the Sky Tower. This was very interesting as the group had a great discussion as to why this would not be the best idea. When the students put this idea forward they were all in agreement, this was all student lead which was great to see.

I did find that the students were quite restless while filming this lesson. One thing we have been discussing at a school wide level is that these students for the last two years have had a broken term 3 where we have gone into lockdown so I am wondering if this lack of attentiveness is due to not being used to being at school for 3 full terms in a row. The thing I have learnt from this is I do really need to reset our class norms while we are reading and reassess our group norms as there was a lot of talking over each other. I would like to continue to allow this how we have discussions as everyone is able to share however I would like to establish boundaries as to how this can work more successfully.

Overall I think this was a great lesson with lots of extended discussion. I feel that the students were able to understand what they were learning from a guided reading perspective as well as being able to make connections with the overall topic we had been learning about for the week. This is a text that I really like to use as I feel that our students can relate to this and there is lots to unpack and allow for those extended discussions.