

'New' New Zealanders

Date: Week 9, Term 1, 2018

WALT: use information provided by the text, and our own prior knowledge, to infer ideas and information that are not directly stated.

Context: Today we will be reading an article from the School Journal, November 2017, called 'New New Zealanders', by Adrienne Jansen and illustrated by Adrian Heke.



Achievement Outcome/Strand -

English L3

Processes and strategies

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Purposes and audiences

Show a developing understanding of how texts are shaped for different purposes and audiences.

Ideas

Show a developing understanding of ideas within, across, and beyond texts.

Language features

Show a developing understanding of how language features are used for effect within and across texts.

Structure

Show a developing understanding of text structures.

Learning Experiences/Teaching Sequence:

Ask the learners what they think the title 'New' New Zealanders means?

Why might you be a 'New' person to New Zealand? Get an idea of learner's prior knowledge.

Discuss the learning intention/ outcome with learners. Break this down... We are going to be answering questions by inferring, these are called inferential questions. The answer is not written in the text. Ask learners what these kind of questions are called (literal). Discuss the word prior knowledge, what they already know, things they have learnt in the past. Learners may also use 'clues' given by the text, to help us answer questions.

Ask the learners to read page 34 in their heads.

What do you think the word 'freedom' means?

How did you know what the word freedom meant - encouraging children to understand they had to infer, use their prior knowledge to answer this question. It didn't directly state in the text, the definition of freedom.

Why do Christian's family have no freedom in Iraq?

Discuss as a group the things the war may stop Christian from being able to do.

Where did Christian's family decide to go? Show learners Syria on a world map, so they can see where it is in the world in relation to NZ.

Explain how Syria 'borders' Iraq, the countries are in fact connected but you have to cross a 'border', which is like a checkpoint, to get through to the other country.

How is the life that Christian is living, different from the life that we are living in now, in NZ?

Again, the learners will need to infer to answer this question.

Why did Christian's mother tell the children the explosions were the sounds of Escho's motorbike?

Resources and Links Text TEXT - School Journal, November 2017 Reading Presentation Learners Complete and Post to Blog	Reflection and Evaluation: I think watching the episode back I needed to get the children to reflect more on how they had answered the questions I had asked them, linking back to the learning intention of having to infer. Next time, I may say, how did you know that? What clues did you use from the text. For example, when I asked them what freedom meant, and they said they 'just knew' I could follow up with, ok so you were using prior knowledge, what you ALREADY know, just to make it super clear.
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