Section 3: Teaching resources

CHILDREN'S LITERATURE FOR TEACHING COMPREHENSION

EARLY PRIMARY

DO NOT LICK THIS BOOK BY IDAN BEN-BARAK AND JULIAN FROST

Do Not Lick This Book is a factual text offering a humorous introduction to the world of germs for young primary school students.

*THE SWAP* BY JAN ORMEROD AND ANDREW JOYNER

The Swap is a narrative text telling the story of Caroline Crocodile, who gets into all kinds of trouble after swapping her baby brother for many other types of baby animals.

MIDDLE PRIMARY

MY TWO BLANKETS BY IRENA KOBALD AND FREYA BLACKWOOD

My Two Blankets is a narrative text telling the story of Cartwheel, who learns about new ways of speaking and living after moving to Australia from Africa.
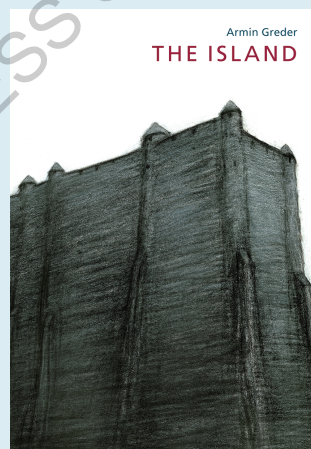
A–Z OF ENDANGERED ANIMALS BY JENNIFER COSSINS
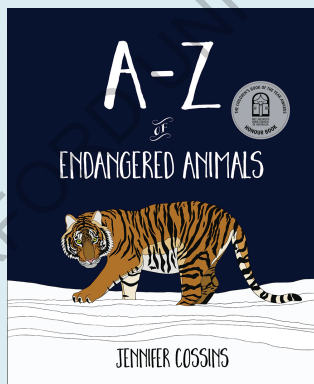
A–Z of Endangered Animals is a factual text filled with information about rare and endangered animals.

UPPER PRIMARY

YOUNG DARK EMU: A TRUER HISTORY BY BRUCE PASCOE

Young Dark Emu: A Truer History is a factual text that explains Australia's Indigenous history before European colonisation.

THE ISLAND BY ARMIN GREDER

The Island is a narrative text telling the troubling story of a man on a broken raft who arrives on an island and is treated badly by its people. It can be used to explore such issues as multiculturalism, xenophobia, refugees, and human rights.

Lesson overviews

Table 6.1 Lesson overview: Early primary

Teaching focus	Comprehension: Teaching students to make predictions about narrative events
Mentor text	*The Very Cranky Bear* by Nick Bland
Stage focus	Early primary

	Description of teaching strategies
Before reading mentor text	**WALT and WILF:** Explain that the lesson will focus on learning to make strong predictions while reading, and that students will draw on different sources of information to make predictions. **Tuning-in activity:** Have a picturebook wrapped in paper. Gradually, tear the paper wrap away to reveal the book's title, front and back covers. Focus on the title asking students what it means to be cranky? With each rip of paper, students make predictions about the text characters and setting. Share and record predictions for later reference.
During reading of mentor text	**I do—Teacher-focused reading:** Read the first part of the text to the class, pausing and using think-alouds to demonstrate how proficient readers make predictions from pictures and key words as they read. Summarise predictions on the board. **We do—Shared readin:** Explain that you've modelled how to make predictions as you read, and now you'd like the class to practise with you. Guide students to predict as they continue to read. Our prediction is ... we predict this because... now let's read to find out.... Ask students to revisit previous predictions and ask—did these predictions turn out? Why or why not? After reading discuss what students learnt about the cranky bear and the actions of the other characters. Ask what they learnt about the prediction strategy and how prediction helped them think about and understand the text.
After reading mentor text	**You do—Collaborative reading:** Students work in small groups with copies of a second picturebook. At three points in the story, students stop and predict what may happen next, justifying and recording predictions before continuing to read. **Guided reading:** A small group work with the teacher on the same task to practise prediction. **Group reflection:** Gather the class to read the last part of the story. Students reflect on their predictions and revisit how experienced readers use prediction to assist comprehension.

Table 6.2 Lesson overview: Upper primary focus

Teaching focus	Comprehension: Teaching students to infer
Mentor text	*The 13 Storey Treehouse* by Andy Griffiths and Terry Denton
Stage focus	Upper primary

ALISON DAVIS AND DAMON THOMAS

Description of teaching strategies
Before reading mentor text   **WALT and WILF:** Explain that the lesson will focus on learning to infer to assist comprehension of the problem faced by the main characters. Discuss the inference strategy to determine what students know about inference.   **Tuning-in activity:** Provide an example of a problem faced by the characters in this text. Pose questions to link to prior knowledge asking and recording responses. What would you do if this was you? What advice would you give? What do you know about?
During reading of mentor text   **I do—Teacher-focused reading:** Select a section of the text to read to the students, pausing and using think-alouds to demonstrate how proficient readers use clues from the words, sentences, visual images, and their prior knowledge to make inferences as they read.   **We do—Shared reading:** Explain that you've modelled how to infer as you read, and now you'd like the class to help you make more inferences, guiding students to infer as they continue to read the text. This makes us infer ... because... now let's read to find out....   Ask students to consider previous inferences and whether these were still relevant, asking for evidence from the text.   Ask what they learnt about the inference strategy and how inference helped them think about and understand the text.
After reading mentor text   **You do—Collaborative reading:** Students work in small groups with copies of a second picturebook. At assigned points in the story, students stop to share, justifying and recording inferences before continuing to read.   **Guided reading:** A small group work with the teacher on the same task to practise inference.   **Group reflection:** Gather the class to read the last part of the text. Students reflect on what they inferred, test and confirm new inferences, and revisit how experienced readers use inference to assist comprehension.