

Community of schools language project

Comprehension day- year 1
Activity: Orientation to text Purpose: To provide the students with all of the required background knowledge, vocabulary and inferences to be able to listen to and understand the text.
Syllabus requirements
Resources * Text- "Just you wait!" by Megan de Kantzow and Craig Smith * Literary and factual posters * Space for children to sit in a circle

Page	Teacher talk
cover	<p>This book is called Just you wait. It is written by Megan Kantzow and Craig Smith.</p> <p>* Straight away by looking at the front cover I can see that this is a literary text. I will show you a poster that explains what I mean. A literary text is one that is made up and imaginary. The pictures are usually drawn by a person. The pictures on the cover of our book are drawn by a person. I can tell straight away that this is not an information or factual book because it has the drawing. If it had a photo on the front I would know that it would probably be a factual text.</p> <p>* I used a strange word then- text. The word text is just a fancy word that teachers use which means the writing. Each time I use the word text I mean the writing.</p> <p>* When I look at bit closer at this cover, I can see a boy wearing a crown. He is also wearing a school uniform, so I know that he is a child not a grown up. He has a rather mean look on his face too, looking at a girl over here. She looks unhappy, and see has her arm out- oh look he has a crown under his foot! I wonder if that is hers. Over here I can see a castle. This looks like it might be a fairy tale or a bit like a fairy tale. There is a lovely green frog here, and an owl. The owl has a mortarboard hat on. It is a hat that some one wears when they finish university or some training. He must be a smart owl to be wearing that. Hold on, owls don't wear hats, so that is another r thing that tells me that this text is literary, made up, because the pictures are not all of things that are real.</p>
Title page	<p>* As we know this text is called Just you wait. I can see a castle here. Maybe the story takes place in a</p>

	castle.
1 -2	<p>* This page has a large picture of the castle gate. There are children wearing school uniforms, parents waving to the children. Standing here looks like teachers. This shows me that this castle is not just a normal castle, it is a school. It looks like a bit of a wild school though. There is a slippery dip here; children running everywhere, these children are shooting arrows...</p> <p>* Over here is a small picture. This is Prince Roderick, who stood at the top of the slippery dip and told all of the children that he was the king of the castle.</p>
2-3	<p>This is a picture of the first day at school</p> <p>*Here he is again- this time we can see him at the top of the slippery dip. He looks like he is ready to jump on this girl. Her name is Eleanor True. She has long black hair, with a blue ribbon in it. Look, she has a crown on her head too. Prince Roderick is pulling the ribbon; he looks like he might be being mean to her, because she looks frightened of him. She says to him- just you wait!</p> <p>*If I look at the picture even more closely, there are other children playing all around the playground. They all look quite happy except for this girl here at the bottom of the slide. This boy is climbing on the slide smiling. I wonder if he pushed her off- she looks like she is hanging on to the side very tightly.</p> <p>* Over here is Eleanor True- again saying Just you wait. She looks very unhappy.</p>
4-5	<p>The next page talks about the second day of school. Here is poor Eleanor climbing through a very horrible looking bush or vine. It looks like the end of each branch is a thorn. Thorns are sharp, they seem to be poking into her. This one is pulling her clothes. She</p>

	<p>is trying to get her ball out of there. The ball is very special to Eleanor. It is her precious golden ball. Precious means very very special. Golden means it looks like Gold and golden ball makes me think of something shiny and worth a lot of money.</p> <p>* Here is Prince Roderick. He looks so mean! I bet her threw it in there. No, Prince Roderick wouldn't just throw it in, he would hurl it, throw it as hard as he can.</p> <p>* Eleanor must really want that ball back if she is climbing in there.</p>
6-7	<p>* Ah! It looks like Prince Roderick is getting into trouble from this teacher here. She looks very angry with him. By looking at his face, I can see that he is not worried about getting into trouble. He even looks like he is smiling!</p> <p>* Oh poor Eleanor. She is all scratched by the thorns. She has a band aid on and her dress is all torn. Poor Eleanor!</p> <p>* IN this small picture here you can see more band aids on her. She looks very unhappy and she is saying Just you wait. I wonder what she is talking about?</p>
8-9	<p>* This boy never stops! On the third day he is in the middle of the mud, and he has tossed, or thrown Eleanor's tiara into the mud! A Tiara is a name for a crown that princesses wear. You can see two of his friends just standing and watching. There is a boy here looking a bit worried, but he is still walking past and not stopping to help. Here is Eleanor and her friends are holding her back. Oh look at this! This girl has a very very long golden plait. Her hair is lo long! I wonder if she is meant to be Rapunzel? Rapunzel is a character from a fairytale. She is locked in a tall tower, and her long hair is used in helping her get out.</p>

	<p>* I just noticed too- at the back there is a teacher. I was that teacher on the last page. That is interested. The teacher looks like they are afraid of Roderick. I wonder why a teacher would be afraid of one of the kids?</p> <p>* Here is the tiny picture of Eleanor saying Just you wait!</p>
10-11	<p>On the third day of school, it looks like Eleanor is hiding. She is sitting under a table when all of the other kids are on chairs. I bet she is hiding from Roderick. I can tell that she is in a library, because of all of the shelves of books. Look how big that book is! It is enormous, or very very big.</p>
12-13	<p>* Oh no Roderick and his friends have found her! Oh yuck! It looks like he has put her sandwiches in the book and shut it. Her sandwiches have been squashed by the book. It would have made a squish sounds. She doesn't look happy. He looks happy though. So do his friends. This time Eleanor looks very very angry. She hissed at him- just you wait. Means that she didn't say it loudly, but you could tell she was very angry.</p>
14-15	<p>* On the fifth day of the school it looks like Roderick has done something very mean! He has locked Eleanor in a tower. A tower is the tall parts of the castle. They have little dark rooms in them, and it looks bad for Eleanor, because look, here is a key. The text says that Prince Roderick locked Eleanor in with spinning wheels and poisoned apples. They are in fairytales! A spinning wheel is in rumpelstiltskin and the poisoned apple is in snow white. There are a lot of fairy tale things in this story.</p> <p>Poor Eleanor is in the tower, and right outside is this scary dragon. Roderick is so mean! He just used a</p>

	<p>sling shot to throw a rock at the dragon! Here is Eleanor. It looks like she is trying to save herself. She is putting out the dragon's fire with a fire extinguisher saying just you wait. I would be so mad if that was me!</p>
16-17	<p>* At last I think Roderick is getting into trouble. No, he is smiling! Hey, I think his mum must be the Queen, She is wearing a crown on her head, and there are two men here holding up her dress so that it does not touch the floor. She doesn't look angry at all! She tells the principal that Roderick is just a spirited boy. Spirited means that he has a lot of energy, and like s to have fun. Being mean is not being spirited though. Eleanor is looking in the door. She does not look happy at all! Here she is poor girl! She is dirty; see the smoke coming off her? That shows me that she might be smelly too. She is saying just you wait!</p>
12-13	<p>On the sixth day. Roderick chased Eleanor with scissors! Maybe he wanted to cut her ribbon? She raced up turrets. A turret is the proper name for the tall towers that a castle has I didn't know what a turret was so I looked it up in a dictionary. . They skittered, so ran fast but probably slid on the floor a bit through the dungeons. Dungeons are dark places under a castle. Normally prisoners are kept in dungeons or dragons live there. The whole time prince Roderick galumphed close behind her. Gallumphed is a strange word. I think it just means he ran in a noisy way, his feet made a lot of noise and he bumped things while he was running.</p> <p>* Next Eleanor hurtled, so moved super fast past the throne room, which if you look carefully here, you can see that the king and queen were in there. It looks like she is running into the library here.</p>

14-15	<p>They are still running! This time they are going down the hall and she is dodging, running from one side to the other, making sure that she gets away from Rodderick. He is using her blue ribbon to try and catch her! He is trying to lasso her- you know how cowboys spin the rope around to try and catch the cows?</p> <p>* Look at what is in the hallway. There are boxes which have different fairytale characters in them. Here is sleeping beauty (and a boy trying to kiss her, the three bears and Goldilocks, the three little pigs and the wolf, Tinkerbelle, the gingerbread man- all of this is about fairytales again!</p> <p>* Eleanor is still running away, she runs into the cloakroom where they keep jackets and things, got out of the secret door- one that no one knew about and she nearly got to the royal guards to get help, when... He caught her! He looks pretty happy about that.</p>
18-19	<p>Oh my goodness! Look at this! Instead of crying, Eleanor has turned around and has her face all screwed up and she kisses him! I really don't like that!</p>
20-21	<p>* Roderick looks strange! His skin is going a yellow or green colour. His eyes start to bulge, which means stick out and look at these stars around him... in movies and cartoons that stars can sometimes be a way of showing up that magic is happening.... It did! Look! Roderick had turned into a frog! A cute green frog! I can tell it is Roderick because the frog is on top of his clothes, and if I look carefully at the other picture, they are the same socks, shoes, watch and crown. Here are Eleanor's feet, so she is still the same. This story has magic in it! It doesn't only include other people and things from fairytales, like</p>

	remember the characters in the hall, and the girl with the long hair? They were all from fairy tales. I think this story is a fairy tale too!
22-23	Oh no! Here is the queen; she is looking down at the frog saying yuck! She doesn't know it is him!
24	This is the last page of the story. Eleanor is looking down at prince Roderick the frog saying- got you! Well she did warn him didn't she, she told him just you wait a lot!

Vocabulary activity

Purpose: To build the students vocabulary

To assist the students to understand the meaning of words used in "Just you wait" and as a result their comprehension

To give students the chance to share their background knowledge and opinions

Syllabus

Activity- exploring vocabulary in "Just you Wait!"

Introduction

* We are going to spend a bit of time looking at some of the words used in Just you wait. There are some words used that are unusual, and a lot of people might never have heard these words before. I am going to ask you to help me explain them. You can explain the words with a drawing, movement or acting, or if you can, you can tell us what the word means.

Explicit teaching and practice

* Sit students in a circle, have words that are covered written down on cards. Have a whiteboard or paper and pencils available.

* Explain rules of activity- don't call out, put hands up, give other people a try, if someone is wrong we don't be mean etc.

* The first word we are going to look at is hurled- Roderick hurled Eleanor's ball into the forest. Does anyone have any idea what hurled could mean? Could we put it in a sentence?

Students draw, act etc the word. Ok- lets work out what movement we would be making if we hurled a ball.

* Continue with activity for as long as is right for the group using crawled, tossed, stomped, squished, chuckled, raced, skittered, galumphed, hurtled, flashed, dodged, dived, screwed up her face.

Conclusion

* Why is it important for us to know the meaning of words? It is important because it helps us to understand what the whole story means. We can imagine what happens if we know what

words mean. Maybe we could challenge ourselves to try and use some of these words during the day today. What do you think? Could be say we were racing around the playground instead of running?

Skill and opinion building

Purpose- To encourage students to think about the purpose, intended audience, share opinions on text (describe and interpret)

Syllabus

Resources

Introduction

Now that we have read the story, there are a lot of things that we can discuss about it. To really understand a text, we have to think about something's. People who are good readers and who learn from books ask themselves a lot of questions. During this activity, I want you to think about a lot of things, talk to a friend and then share your ideas with other people.

Explicit instruction and group practice

- * Find a partner. The first thing I want you to talk about is what you thought of this text. An opinion is what you think. What is your opinion of it? I want you to think about it though, not just it was good, but why. Students try. Who would like to share their opinion of the text? Choose a good model for the first answer, to give other students a guide. If group needs it, provide the sentence starter, My opinion of this text is that...
- * Next one to discuss- who do you think this text was written for? Was it written only for children, adults etc. Why do you think that? Who do you think would enjoy it? Sentence starter- I think that this text was written for.... Because...
- * How do you think this text would make the audience feel? What would it make them think about? Do you think the audience could learn a lesson from this text?

Individual practice

- * I am going to give you a stencil each. The stencil has spaces for you to record some of the things that we just talked about. If you can put it in words, you can write down your answer. You can use some pictures and some words, or if you really can't get the words down, you can even draw the answer if you can. You

can talk to the person next to you if you need to practice your answer again before you write it down.