



Sharing Session

Reading Fair 2011


16th April

Hong Kong Tang King Po College





Where does meaning reside?

- In the text?
 - In the reader?
 - In the culture?
 - In the interplay between texts?
 - Somewhere between?
- 



Tick each box!

because it depends on the purpose....





Five Purposes of and approaches to Reading in English

Functional


We want students to be able to decode and functionally read – meaning in the text and culture and is dug out and used by the reader.

• Logical

We want students to be able to think about the logic of what they are reading – a meaning is in the text but the reader evaluates its validity

• Critical

We want students to ask to what extent society is constructed or reflected through language and texts. We want students to question the underlying assumptions in particular representation in texts and dominant discourses e.g. consumerism. The student negotiates the meaning they feel is valid.






• Experiential

We want students to experience their own emotions and feelings, and to empathize with others. The meaning is created by the interaction with the text. The reader also evaluates the artistry of the text and is open to idea that the text is symbolically organised and invested with meaning by the author which they can unpack and respond to it for personal enjoyment and human/moral development .

• Wider Reading

We want students to be exposed to a wide range of ideas and worlds, develop reading habits etc. and to see the genre, plot and thematic connections between texts across cultures and time. To promote growth of a local literature .The meaning is created by the interaction with the text.





Pre-workshop Exercise

- Reading a short text and responding to a number of questions with different reading purposes.



Sad Movies

by Sue Thompson



Listen to the song, and complete the lyrics using the correct prepositions.

Sa-a-a-d movies always make me cry!

He said he had to work, so I went ____ the show alone.

They turned _____ the lights and turned the projector _____,

and just ____ the 'News of the World' started to begin,

I saw my darlin' and my best friend , walk _____.

Though I was sittin' there, they didn't see,

and so they sat right down ____ front of me!

When he kissed her lips, I almost died,

and _____ the middle of the colour cartoon I started ____ cry.

Oh-oh-oh sa-a-a-d movies always make me cry

Oh-oh-oh sa-a-a-d movies always make me cry

And so I got _____ , and slowly walked _____ home,

And mama saw the tears and said, "What's wrong?"

And so to keep _____ telling her a lie,

I just said "sa-a-a-d movies make me cry."

Oh-oh-oh sa-a-a-d movies always make me cry

Oh-oh-oh sa-a-a-d movies always make me cry

Ooh, ooh, ooh, ooh, ooh

Ooh, ooh, ooh, ooh

Sa-a-a-d movies make me cry-i-i

How many *lies* are there in the song? What is the song saying about *lies* and why people tell them?

Questions

1. What is the 'setting' of the song's story?

2. Why did the girl go to the show alone?

3. Who did the girl's boyfriend take to the show?

4. Why did the couple sit in front of the girl? _____

5. How does the girl learn that her boyfriend now likes the other girl?

6. The girl began to cry because:
 - a. she didn't like the cartoon
 - b. she was angry
 - c. she felt betrayed
 - d. sad movies make her cry
7. What did the girl do when she discovered her boyfriend with someone else? She:
 - a. confronted them
 - b. broke off the relationship
 - c. told her mother
 - d. kept the secret to herself
8. What would you do in her situation? Why? _____

9. Write some advice for the girl?

Sad Movies

Reported speech

Thompson



Listen to the song, and complete the lyrics using the correct prepositions.

Sa-a-a-d movies always make me cry!
 He said he had to work, so I went to the show alone.
 They turned down the lights and turned the projector on,
 and Just as the 'News of the World' started to begin,
 I saw my darlin' and my best friend, walk in.
 Though I was sittin' there, they didn't see,
 and so they sat right down in front of me!
 When he kissed her lips, I almost died,
 and in the middle of the colour cartoon I started to cry.

Perception verb so a present tense verb/infinite follows

Sa-a-a-d movies always make me cry
 Sa-a-a-d movies always make me cry

And so I got up, and slowly walked on home,
 And mama saw the tears and said, "What's wrong?"
 And so to keep from telling her a lie,

Introduce the idea of feeling betrayed as being an emotion. E.g. I felt betrayed// It was a terrible

Sa-a-d movies make me cry
 Sa-d movies always make r
 Sa-d movies always make r

Even though sad movies usually make this girl cry, this wasn't the real reason she was crying, so she does in fact, tell a lie: a white lie. Class can discuss the idea of whether it is sometimes right to tell a white lie or an incomplete truth.

Ooh, ooh, ooh, ooh, ooh

Ooh, ooh, ooh, ooh

Sa-a-a-d movies make me cry, I-I

How many *lies* are there in the song? What is the song saying about *lies* and why people tell them?
There are two lies in the song. The first lie is the one the boy tells the singer/writer i.e. that he has to work. The second lie is the lie the girl tells her mother that sad movies make her cry. People often tell lies to avoid causing other people unhappiness or to avoid getting into trouble. However, when those people find out they have been lied to, they feel worse, often feeling betrayed.


ANSWERS

Ensure Ss have correct tense

- What is the 'setting' of the song's story?
The setting of the song is a cinema.// The song is set in a cinema
- Why did the girl go to the show alone?
She went alone because her boyfriend said that he had to work.
 Who did the girl's boyfriend take to the show?
He took her [the girl's] best friend.
 Why did the couple sit in front of the girl?
They sat in front of the girl because it was dark and they couldn't see her.
- How does the girl learn that her boyfriend now likes the other girl?
She learns this when she sees her boyfriend kiss the other girl.// She knows he likes the other girl when he kisses her.
- The girl began to cry because:
 - she didn't like the cartoon
 - she was angry
 - she felt betrayed ✓
 - sad movies make her cry
 What did the girl do when she discovered her boyfriend with someone else? She:
 - confronted them
 - broke off the relationship
 - told her mother
 - kept the secret to herself ✓
 What would you do in her situation? Why?
If I were her, I would have// wouldn't have.... (open answer)
- Write some advice for the girl?
(Remind students to begin with verbs and use present tense)




Features of Our Integrated Programme

- Students read, view and listen to a range of texts – films, songs, stories, articles etc.
 - Selected for thematic coherence – juxtapositioning of viewpoints
 - Questions devised to meet the demands of the syllabus and examinations, thus particular text types and question types are used.
 - However, we go beyond the above to achieve our school's particular aim of a well-balanced literacy programme.
- 



Functional Reading

- **Aim:** Help Students be functionally literate
 - Genre/Text recognition – reading cues/practices
 - We accept there is culturally shared knowledge about texts and how information is conveyed in particular texts e.g. newspaper stories/ advertisement
 - Recognition of text types positions the reader to read the text in a particular way (fiction/factual) and to form expectations about accuracy/authority etc.
 - Functional purpose - largely to extract information for use in social interactions etc. Focused on getting the invited dominant meaning (sometimes intended meaning)
- 



How to teach it

Steps to achieve:

- Content – Develop topic knowledge and language
- Genre/text-type awareness
- Awareness of contextual variables:
field/audience/mode/medium
- Organisation/formatting – headings – paragraphs –
pictures/captions
- Language system – adaptation of this ‘style’ to above
(langue/parole)
- Reference rules (pronouns/synonyms etc.)
punctuation.
- Vocabulary

NOTE: In previous models of English the last two
elements were focused


on the most (pre –language in context)





It's all teachable

How?...

- Accessing and building on prior experience of the topic, content knowledge and language.
 - Progressively building pathways in the Ss' synaptic system through songs, films, readers, short texts with language exercises etc. before reading deeper, more difficult texts that bring content and language together.
 - exposure... surrounded with texts **along the mode continuum** through which Ss learn to distinguish how texts change according to contextual variables.
 - More intense reading thus comes **QUITE LATE SOMETIMES** in a unit (& earlier in others depending on the nature of the information etc.)
 - We then use the reading passages as **models** for students own writing. In this way, they get to read and write a range of texts.
- 

Informative writing - What is baseball? A Descriptive report

Did you know that Mr. Donald Tsang, the current Chief Executive of Hong Kong, started the first young players' baseball programme in Hong Kong as early as 1983, and that by 2005, there were 31 little league teams in the territory? Would you like to know more about baseball, and how it is played? Read on!

History

Origins of the Game

The game was invented in America, but probably developed from the English game, rounders, which itself developed from cricket around the 15th century. Town ball, an early form of baseball, was played in America in the 18th and 19th centuries. The first American baseball club, The Knickerbockers, began playing games in 1845 in New Jersey.

Other Countries

In 1872, Japan became the first Asian country to form a baseball team. The sport is now hugely popular with the Japanese. In 1992, it was made an Olympic sport.

Women and the Game

Women have played and umpired baseball games from earliest times till the present. From 1943-1954 a league of professional women players entertained Americans and kept ball parks full during World War II. The league gave young women a chance to play professional baseball and have careers beyond the traditional female roles of teacher, secretary, nurse, librarian, or housewife. After the war was over, the men's league resumed, and the women's league was disbanded.

The Game

Baseball is a team sport. It is the national pastime of America, where during spring and summer, millions of people both young and old, watch and play the game.

The game is played with a hard, round ball, a wooden bat, and a glove. It is played on a baseball field, called a 'diamond'. The teams, each with 9 players, take 9 turns (or innings) to bat and field.

The object of the game is to score more 'runs' when batting than the opposing team, and, when fielding, to get as many as possible of the opposing team members 'out' before scoring. A 'run' is scored when a batter hits the ball, and is able to move to first, then second, then third, and finally, home base, without being 'tagged' or 'caught out'.

Players

The player is an all-round athlete. He wears a cap and a loose-fitting uniform to allow freedom of movement. His shoes have metal spikes to stop slipping.

The Pitcher

The pitcher, or hurler, is the most important member of the team. He pitches the ball in a variety of ways to try to prevent the batter from scoring. He can throw: a curve ball, a speed ball, a spinner, a spit ball, a slow ball, or a drop ball. A pitcher

to pass through the 'strike zone' of a batter which is the area over home plate between the batter's shoulders and knees. Any throw inside this area is called 'a strike'. Anything outside is 'a ball'. His colourful 'wind-up' and pitching actions also entertain and fascinate the crowd.

The Batter

The batter is also an important member of the team. The ideal hit is the 'home run' whereby a batter hits the ball high, and or far enough away, to allow himself - and players on other bases - to return home and score runs. A home run is the best option when all the bases are full or 'loaded'. Sometimes, a batter may 'bunt', allowing the ball to hit the bat without striking it. When he does this so that other players can score, risking getting out himself, it's called a 'sacrifice bunt'. A hit ball that falls outside of the foul line is called a 'foul'.

Base Men and Fielders

Basemen and fielders can 'catch' a runner 'out' on a ball batted 'on the full'. However, a basemen thrown a fielded ball, must 'tag' the runner out, while keeping one foot on the base.

The Umpire

The umpire controls the game, interprets the rules, and makes decisions on events in the game.

Main Rules of Baseball

A team is allowed only 3 outs in an inning.

A batter is allowed only 3 strikes before being called 'out'.

A ball hit 'over the fence' is a home-run.

If a pitched ball hits the batter, or if a pitcher throws 4 'balls', the batter walks to first base.

Famous Players

There are currently 278 players in the USA's National Baseball Hall of Fame. In 1969, George Ruth, nicknamed 'Babe', was named baseball's Greatest Player Ever in a vote commemorating 100 years of professional baseball. He 'slugged' 714 home runs in his career. However, the record for the most home runs is held by Sadaharu Oh of Japan. Over the course of his career, he hit 868 home runs. Jackie Robinson broke the colour barrier in the black major league in 1947. He is admired for his persistence.



Above: Mr. Tsang (standing in middle with baseball cap) poses with player, and families of a Hong Kong team in 1983. Right: China's Premier Wen plays baseball with Japanese students in April, 2007.



©M. Bushell 2007

Reading Comprehension

Answer in complete sentences except where told otherwise.

1. What other games did baseball probably develop from? (paragraph 2)

2. Many countries now have baseball teams. How do we know this from the passage? (paragraph 3)

3. In paragraph 2, line 3, what does 'itself' refer to? _____ (one word answer)

4. In paragraph 3, line 2, what does 'the sport' refer to? _____ (one word answer)

5. Match the occupations from paragraph 4 with the pictures below:



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

6. In paragraph four, (line 7) what do you think the word 'traditional' means?

7. In paragraph 4, lines 3 and 6, 'professional' means:

a. hard-working

c. paid experts

b. high class

d. like a professor

8. In paragraph 4, line 9, 'resumed' means:

a. started again

c. fell back

b. was made stronger

d. was replaced

9. In paragraph 4, line 10, 'disbanded' means:

a. thrown away

c. banned

b. forbidden

d. broken up

10. Why do you think women had a chance to play professional baseball during World War 11?

(The answer is not given in passage)

11. A 'diamond' (paragraph 6) is an example of:

- a. a simile
- b. a metaphor
- c. a rhyme
- d. none of the above

12. In paragraph 9, line 9, 'colourful' means:

- a. rainbow
- b. strange
- c. interesting
- d. crazy

13. Which positions have the following duties? Write the positions in the spaces provided:

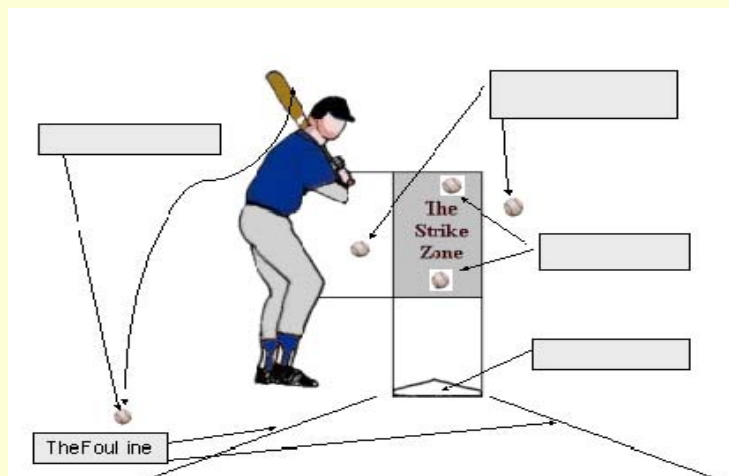
- a. guard the bases
- b. throw the ball at the batter
- c. return the ball after the batter has hit it
- d. make decisions on the rules
- e. score runs

14. In paragraph 9, we learn about a number of different types of balls a pitcher can throw.

Match the types of throws a pitcher can make with the definitions below:

- | | | |
|----|--------------|---|
| a. | a curve ball | 1. a ball that falls suddenly at or near the batter's feet |
| b. | a speed ball | 2. a straight ball that turns around and around as it is moving |
| c. | a drop ball | 3. a ball that doesn't follow a straight path |
| d. | a spinner | 4. a ball that doesn't move fast |
| e. | a slow ball | 5. a ball that is moves very fast in a straight line |

14. Label the following diagram using information from paragraphs 9 and 10.






15. From information in paragraph 14, name an American baseball player who:

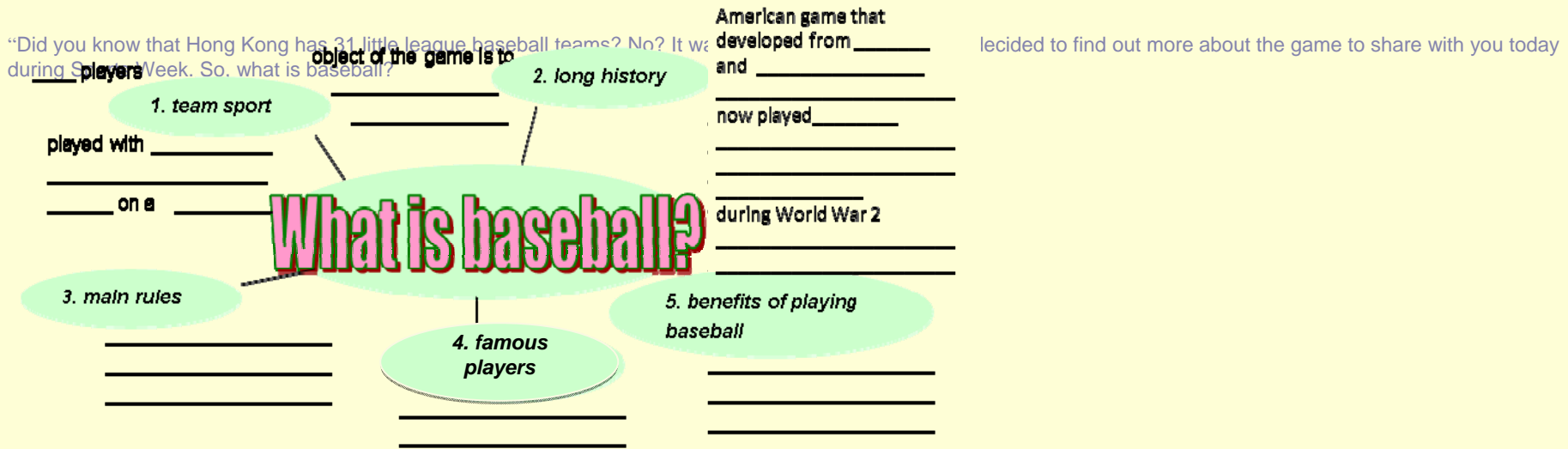
- a. is a role model for black players _____
- b. was the most popular with fans _____
- c. was best known for his personal qualities _____

16. Why do you think Sadaharu Oh is NOT honored in the USA's National Baseball Hall of Fame even though he holds the world record for home runs?

17. Choose the best alternative title for this descriptive report:

- a. _____
- b. _____
- c. **Informative Speaking - What is baseball?    A Descriptive oral report**


Use the information from the report above to complete the following mind-map. Then, in pairs, give a short presentation of 1-2 minutes on Baseball to your partner. You can use the introduction and conclusion given if you wish.



So, now you know something about baseball, you might want to try out for our new school team, or just come along to watch a game. See you on the diamond! Thanks!"



Logical

- In the past called ‘critical’ – before real critical literacy
 - Harder to teach - beyond knowledge of the language to thinking (cognitive) skills & sometimes challenging authority of the text
 - Applying concepts (syllogism//generalisations//inductive/deductive argument etc.) to identify and evaluate the text’s argumentation (process of developing the argument) etc.
 - So we need to teach students how facts are gathered/interpreted and //presented
 - Editorials// debates// argument
 - Is the argument non-sequitur (does it follow that... or is it ethical)
- 



How do we teach it?



Climate Change... Why is there no consensus? ⁴

In December, 2010, many nations met for a UN summit on Climate Change in Copenhagen. Unfortunately, the negotiations broke down, and the result was regarded as a 'weak deal' or 'lukewarm agreement' to reduce emissions. Many commentators blamed the wealthy countries for not agreeing to higher emissions cuts, and also the developing nations like China, for wanting to continue wealth-producing activities that result in carbon emissions. The article below identifies the question of who should bear the economic penalty for reducing greenhouse gases as the **stumbling block** to agreement...

Rich should pay their bill ⁴

If you make a mess, you should be responsible ¹ ___ cleaning it up, right? The increase ² ___ carbon dioxide (CO²) ³ ___ the atmosphere is one ⁴ ___ the main causes ⁵ ___ global warming. ⁴

And most ⁶ ___ that CO² has been produced ⁷ ___ rich nations as they build factories, buy cars and live increasingly luxurious lives. ⁴

Poor countries want the rich countries ⁸ ___ pay the bill if they reduce their carbon emissions. But because the rich countries aren't happy ⁹ ___ this solution, the world isn't currently working together ¹⁰ ___ find an answer ¹¹ ___ climate change. ⁴

China and India are the two largest developing countries. As their economies rapidly expand, their reliance ¹² ___ dirty and inefficient factories, and the growing number ¹³ ___ cars ¹⁴ ___ their roads, all add ¹⁵ ___ our climate problems. ⁴

But the US alone is responsible ¹⁶ ___ one-quarter ¹⁷ ___ all the CO² that has ever been released ¹⁸ ___ the burning ¹⁹ ___ fossil fuels and the destruction ²⁰ ___ forests. Despite being the world's richest country, the US seems particularly unwilling ²¹ ___ pay its share ²² ___ the bill. ⁴

Poor countries will be the first ²³ ___ suffer due ²⁴ ___ climate change. A warmer planet means increasing problems ²⁵ ___ the water supply ²⁶ ___ ⁴

the world's driest regions, such as India and Africa. It will also create more floods, which are again common ²⁷ ___ poorer countries such as Bangladesh and China. ⁴

Rich countries have ²⁸ ___ the past been generous ²⁹ ___ helping the poor deal ³⁰ ___ natural disasters such as floods, earthquakes and droughts. But now we're dealing ³¹ ___ problems that science shows are caused ³² ___ man. And science tells us who has caused most ³³ ___ these problems – the citizens ³⁴ ___ rich nations. ⁴

Britain, Europe, the US and other rich countries have built ³⁵ ___ their wealth ³⁶ ___ exploiting poorer nations and their resources. ⁴

A United Nations' report calls ³⁷ ___ rich nations ³⁸ ___ follow the model they used after the Second World War, when they financed the rebuilding ³⁹ ___ countries destroyed ⁴⁰ ___ the fighting. The UN says they should contribute about US\$600 billion per year ⁴¹ ___ help the poor cope ⁴² ___ climate change. The US has refused this proposal. ⁴

It seems simple enough ⁴³ ___ say those responsible ⁴⁴ ___ a problem should fix it. So ask yourself, since Hong Kong is rich ⁴⁵ ___ world standards, how much would you be willing ⁴⁶ ___ pay ⁴⁷ ___ solve the problem? ⁴

⁴ Adapted from The Young Post January 2010. ⁴

Prepositions ⁴

Note: Not all are used in the passage. ⁴

in	with	down	to ⁴
by	above	of	for ⁴
up	through	inside	on ⁴
outside	nearby	over	under

⁴

Argumentation ⁴

The article on the left is not an objectively written news article, but an argument with the **main thesis** or main idea that the cost of fighting global warming should be borne by rich countries, in particular, the USA... ⁴

The article uses a form of **argumentation** known as the **sylogism** to advance the argument. ⁴

A syllogism is usually a 3-part method of argumentation. The first part is the **premise** or **underlying assumption**. Here it can be identified as being the proposition that "if one makes a mess, one should clean it up." The second part of the syllogism is the **development** or **developing statement**. Here, the developing statement would be: "rich countries are responsible for global warming." The third part of the syllogism is the **conclusion**, or **deduction**. In the syllogism used in the article, this would be: "rich countries should pay for the cost of halting or cleaning up global warming". Syllogisms are useful for developing **persuasive arguments** and **analogies** in debates especially, but the logic may be faulty. Where could the syllogism argument here be considered faulty, or open to question? What **counter-arguments** could you advance? ⁴

Who should pay the cost of fighting global warming? ⁴

Hong Kong Tang King Po College
Form 5
Term 2
Module 2: Elective Social Issues – Teen Problems
Unit 2

Unit 1 Crime & Punishment Why do young	Unit 2 Teen Problems What problems do teens face?	Unit 3 - The Role of the Media in teen offending/	Unit 4 - Surviving in Society SBA NON-PRINT	Unit 5 - Getting Focused (Identifying qualities and
---	--	---	--	--

Summary of Oral and Written Assessments

Unit	Assessment	Mode
Crime & Punishment Why do teens offend?	Article – Why do Teens Steal? Speech to class – e.g. <i>Why One Should Not Offend or How Should Young Offenders be dealt with?</i> Biographical Report/Recount Interview of a reformed offender Letter of Advice to a Friend Discussion – Solving a Problem – How to solve a social problem Discussion – Making a Choice – Facing a moral dilemma	Written Oral Written Written Oral Oral
Teen Problems	Speech/Debate for a Teen Forum Discussion - Planning an Event – Charity Fundraising	Written/Oral Oral

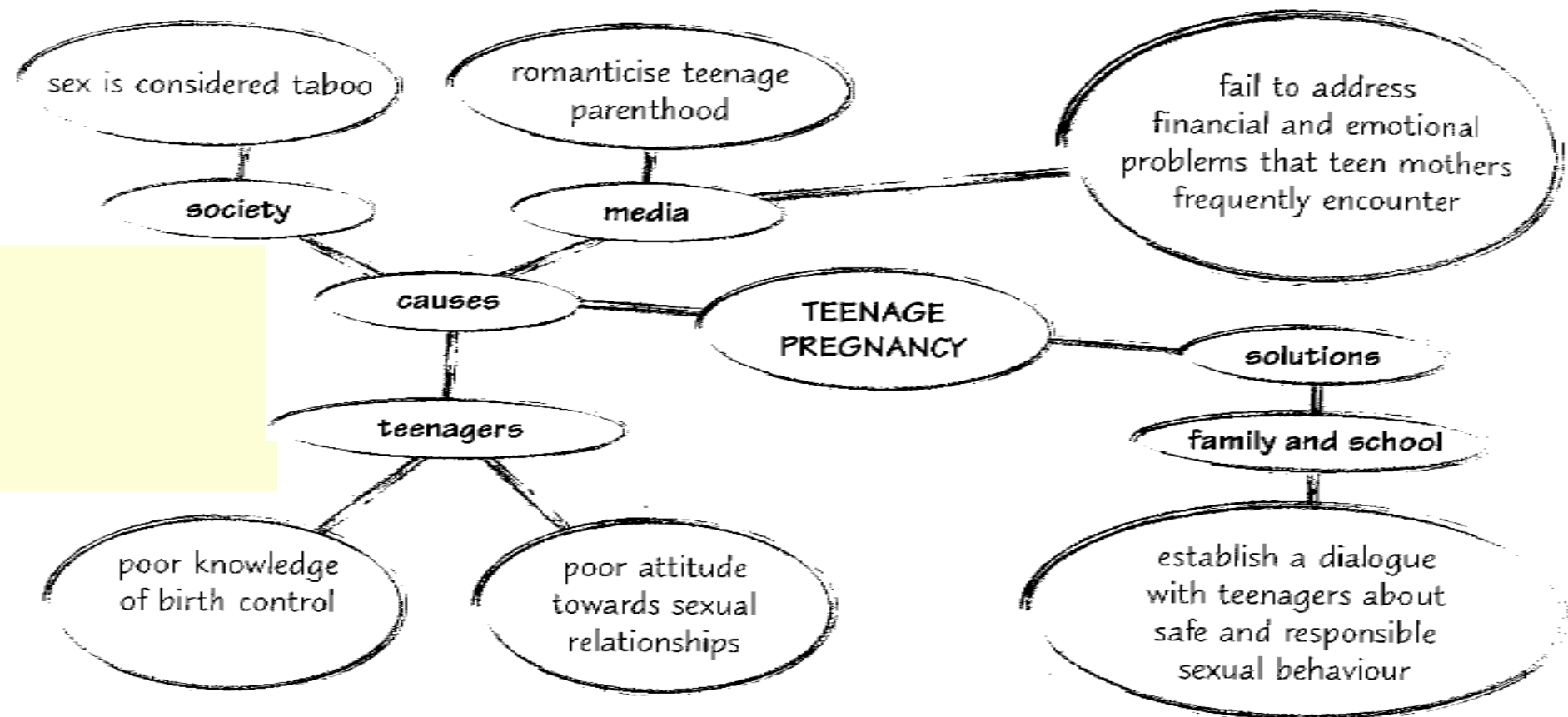
Sex education essential for our young

In the past two weeks, three babies have been found abandoned in public places. While the public may accuse their mothers of being heartless, the incidents highlight a more serious problem: that of teenage pregnancy, as all the mothers concerned were under the age of eighteen.

In Chinese society, sex is often considered taboo and this attitude is not only prevalent in the family but also in the classroom. So, while teenagers can adequately name the different parts of the male and female reproductive systems, their knowledge of birth control and attitude towards sexual relationships is comparatively poor.


So where do our young people learn about the subject? Unfortunately they rely on the media, which doesn't help. TV programmes like the hit Japanese drama *Mother at 14* often romanticise teenage parenthood, and they fail to address the financial and emotional problems that teen mothers frequently encounter.

The problem of teenage pregnancy should be addressed immediately. Schools and parents should work together to establish a dialogue with teenagers about safe and responsible sexual behaviour. With both parties working together, we can be sure that our young will grow up with the right knowledge and values. This should lead to fewer regrets and fewer tragedies.






Critical

- Again, reading goes beyond the words on the page, or even the genre, or even the argument...
 - Critical reading asks about the ideology/discourses the text privileges, occludes, marginalizes/condemns, and asks “Who is best served by this text?”
- 



How do we teach it?

- Look for the invited reading
 - Ask is the text ‘carrying’ any other messages ‘innocently’ or ‘as natural’?
 - Challenge those meanings/assumptions in the text
 - Rewrite the text / suggest other possible interpretations
- 

The Magic Fish



Long ago, a fisherman and his wife lived in ¹ _____ by the sea. They were very poor, and had little to eat. One morning, as usual, the fisherman ² _____ out into the sea. He caught only one fish, but this was no ³ _____ fish. It was a beautiful golden fish, and it talked to him in a human voice.

'Please, put me back into the sea before I die. I will give you whatever you wish.'

The fisherman was a kind man, and ⁴ _____ the magic fish. He freed it from the net, and tossed it back into the sea, ⁵ _____.

However, when the fisherman got home and told his wife about the magic fish, she was ⁶ _____. She sent him back to find the magic fish again and ask for a loaf of bread. Out on his boat again, the fisherman called to the magic fish. ⁷ _____, the magic fish swam up and asked, 'What is it you want, fisherman?'

'My wife has a ⁸ _____: she would like a loaf of bread.'

Amazingly, when the fisherman returned home, he found a ⁹ _____ loaf of bread on the table. The next morning, the wife decided she wanted much more than just a loaf of bread.

'Go out and ask the magic fish for a new house,' she said. Again, the fisherman went out to the sea, and called to the magic fish, asking for a new house for his wife.

'¹⁰ _____ to your new house,' said the magic fish.

When the fisherman returned home, he saw a beautiful new house. ¹¹ _____, the wife complained.

'This house is too small! Tell the magic fish I want to live in a palace!'

The fisherman went back to the sea with his head bowed low, and told the magic fish, ¹² _____, but now my wife wants to live in a palace!'

The magic fish answered, 'Don't worry old fisherman! Go home, and your wife shall have her palace.'

Soon the wife became tired of the palace, and demanded to become ¹³ _____! The old fisherman returned to the sea to beg the fish once again.

'I am ashamed of my wife,' he said, 'but she gives me no peace! The magic fish ¹⁴ _____, and said, 'It is done.'

When the fisherman returned home, he saw his wife sitting on a throne ¹⁵ _____ on her head.

A few weeks passed, and the wife said to the fisherman, 'It is not enough for me to be queen of all the land. Go tell your magic fish I want to become ¹⁶ _____ and all the creatures in it!'

This time, when the fisherman told the magic fish of his wife's newest wish, the magic fish said nothing, and disappeared deep into the ocean ¹⁷ _____.

When the fisherman returned home, he found his wife standing in front of their old hut, dressed in ¹⁸ _____, with not even a ¹⁹ _____ to eat.

Tasks:

- Listen to the story, and complete the missing words.
- In pairs, discuss and answer the questions below.

Questions

- Who do you think the intended audience of the story is? Why do you think so?

- What is the most likely purpose of this story?

- Provide 2 words to describe the character traits of the fisherman and give evidence from the story.

Trait: _____
Evidence: _____

Trait: _____
Evidence: _____

- Do the same for the wife.

Trait: _____
Evidence: _____

Trait: _____
Evidence: _____

- What human and supernatural qualities does the fish have?

Answers

Long ago, a fisherman and his wife lived in '**a small hut**' by the sea. They were very poor, and had little to eat. One morning, as usual, the fisherman **cast his net** out into the sea. He caught only one fish, but this was no **ordinary fish**. It was a beautiful golden fish, and it talked to him in a human voice.

'Please, put me back into the sea before I die. I will give you whatever you wish.'

The fisherman was a kind man, and '**felt sorry for**' the magic fish. He freed it from the net, and tossed it back into the sea, '**asking for nothing**.'

However, when the fisherman got home and told his wife about the magic fish, she was '**angry**'. She sent him back to find the magic fish again and ask for a loaf of bread. Out on his boat again, the fisherman called to the magic fish. '**Hearing him**, the magic fish swam up and asked, 'What is it you want, fisherman?'

'My wife has a '**special wish**': she would like a loaf of bread.'

Amazingly, when the fisherman returned home, he found a '**fresh**' loaf of bread on the table. The next morning, the wife decided she wanted much more than just a loaf of bread.

'Go out and ask the magic fish for a new house,' she said. Again, the fisherman went out to the sea, and called to the magic fish, asking for a new house for his wife.

'**Go home** to your new house,' said the magic fish.

When the fisherman returned home, he saw a beautiful new house. '**A few days later**, the wife complained.

'This house is too small! Tell the magic fish I want to live in a palace!'

The fisherman went back to the sea with his head bowed low, and told the magic fish, '**Forgive me**, but now my wife wants to live in a palace!'

The magic fish answered, 'Don't worry old fisherman! Go home, and your wife shall have her palace.'

Soon the wife became tired of the palace, and demanded to become '**queen of all the land**! The old fisherman returned to the sea to beg the fish once again.

'I am ashamed of my wife,' he said, 'but she gives me no peace! The magic fish '**took pity on him** and said, 'It is done.'

When the fisherman returned home, he saw his wife sitting on a throne '**with a crown**' on her head.

A few weeks passed, and the wife said to the fisherman, 'It is not enough for me to be queen of all the land. Go tell your magic fish I want to become '**ruler of the sea** and all the creatures in it!'

This time, when the fisherman told the magic fish of his wife's newest wish, the magic fish said nothing, and disappeared deep into the ocean '**in silence**.'

When the fisherman returned home, he found his wife standing in front of their old hut, dressed in '**old rags**' with not even a '**loaf of bread**' to eat.

Questions

1. Who do you think the intended audience of the story is? Why do you think so?

Children – simple language.

2. What is the most likely purpose of this story?

To teach people to be grateful and not greedy, not to bite the hand that feeds them.

3. Provide 2 words to describe the character traits of the fisherman and give evidence from the story.

Trait: Kindness/compassion
Evidence: He felt sorry for the fish and threw it back// he wanted to make his wife happy.

Trait: Patience (weakness?)
Evidence: He put up with his complaining wife.

4. Do the same for the wife.

Trait: Ungratefulness
Evidence: She expresses no gratitude for her gains.


Trait: Greed
Evidence: Nothing satisfies her.

5. What human and supernatural qualities does the fish have? Human Gratitude // kindness// understanding // pity // wisdom // strength of character.

magical conjuring powers.




Experiential

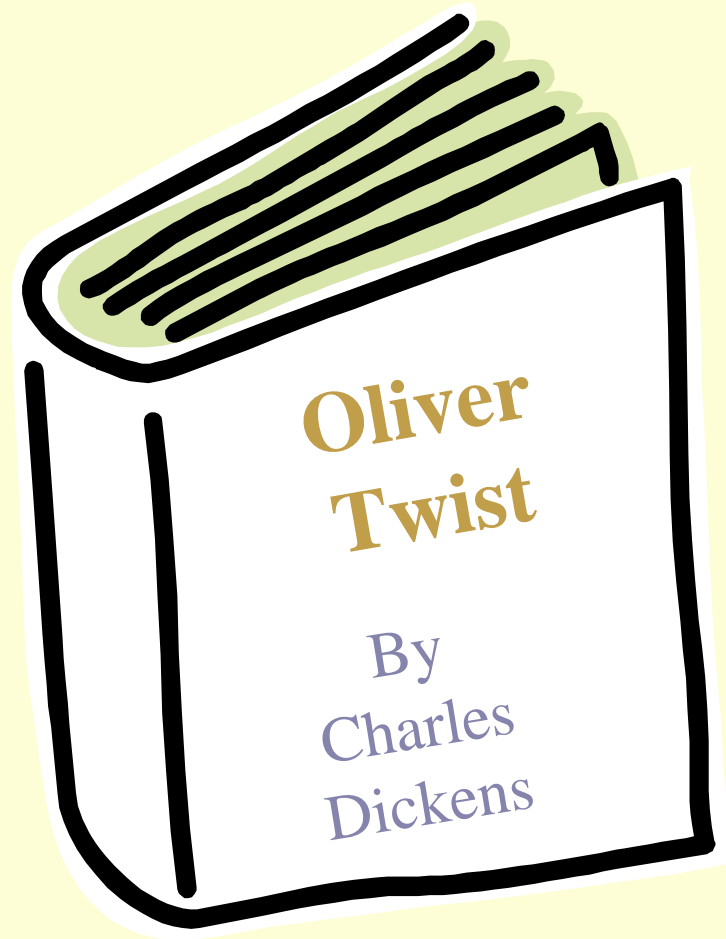
- Reading to empathize
 - Involve students and elicit emotional response
- 



How do we do it?

- Select age appropriate texts pitched at appropriate language ability
 - Select texts that appeal to our students (boys-in all their diversity) and represent fairly the absent sex etc.
 - Relate Ss personal experience to the text through journals, oral presentations, group discussions.
 - Support through film, songs etc.
 - Provide opportunities to apply concepts from the text – charity/ reflection on issues.
- 

Novel:



Language Arts - Viewing a Film Clip The Sandlot 2

Background to the clip: The *sandlot* is a sandy, *vacant lot* [a piece of land that hasn't any buildings on it] where David and his friends play their 'backyard baseball' games. David's gang is trying to keep another group of boys, led by a boy called Singleton, from taking over the sandlot. However, they also have to face another, unexpected, challenge. The clip is about what happens when David's gang arrive to find a group of girls, led by Haley, and a small boy called Johnny Smalls, on 'their' sandlot.

Label the pictures with the right words (some are used more than once) after you have viewed the film:

hero setting minor characters the secret weapon the breakthrough the surprise
 the conflict heroine the challenge the hero to the rescue the deal [the terms of the compromise]
 the stalemate [a situation where neither side can win] the impasse [situation where neither side will give in] the options

Picture 1	Picture 2	Picture 3	Picture 4	Picture 5	Picture 6
A. setting	B. setting	C. hero	D. heroine	E. the conflict	F. the challenge
Picture 7	Picture 8	Picture 9	Picture 10	Picture 11	Picture 12
G. the secret weapon	H. the surprise	I. hero to the rescue	J. the stalemate	K. the stalemate	L. minor characters
Picture 13	Picture 14	Picture 15	Picture 16		
M. The impasse	N. the options	O. compromise	P. the deal / agreement		

Pictures captured from the movie are removed due to copyright permissions restrictions.

What to do in a Conflict - dos + don'ts

Use: *some* of the words below to match with the pictures and to make a list of Dos and Don'ts to solve a conflict.

threaten stand-up for yourself tease taunt insult compromise
 name-calling bully use violence calm down mock brainstorm options

Discuss : The actions of the children in the video clips and write out a list of dos and don'ts for people to help others know what to do in a conflict. Use the above words to help you.

Picture 1	Picture 2	Picture 3
A. stand up for yourself	B. insult	C. brainstorming options
Picture 4	Picture 5	Picture 6
G. using [resorting to] violence	H. resorting to / using violence	I. name-calling
Picture 7	Picture 8	Picture 9
M. mocking / teasing / taunting	N. calm down	O. compromise

Pictures captured from the movie are removed due to copyright permissions restrictions.




Wider Reading

- Thematic in Junior
- SBA – Senior

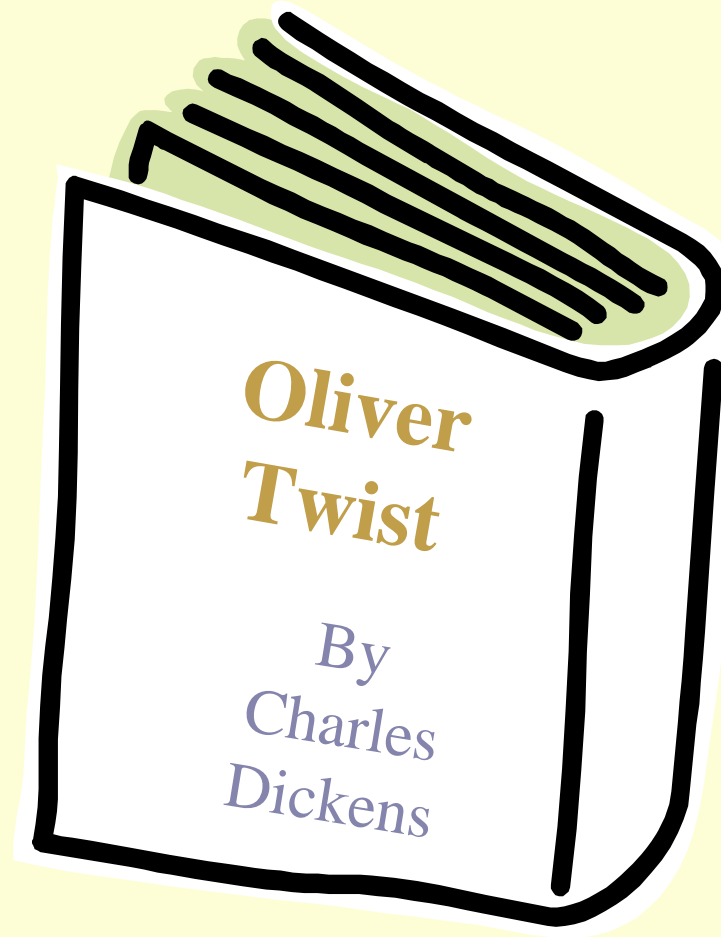




How do we teach it?


- Provide a reading ‘frame’ for students e.g. ‘Survival Theme’ or ‘Solving a Conflict’
 - By tracking themes through short and longer texts
 - Juxtapositioning of texts
 - Noticing how texts ‘talk back’ to other texts. Use texts that support the work done in the school curriculum.
- 

Fantastic Mr. Fox & Oliver Twist





How to Teach SBA W/R

- SBA not just organised by text type e.g. fiction but also by theme:
 - Provide a
 - * Relationship between Humans & Animals
 - * Survival in Nature
 - * Survival in Society
- 

Survival Stories

Title	Robinson Crusoe
Author	Daniel Defoe
Publisher	Philadelphia, Pa. : Courage Books
Annotation	During one of his several adventurous voyages in the 1600's an Englishman becomes the sole survivor of a shipwreck and lives for nearly thirty years on a deserted island.
Call number	JF DEF

Title	Rescue Josh McGuire
Author	Ben Mikaelson
Publisher	New York : Hyperion Books for Children
Annotation	When thirteen-year-old Josh runs away to the mountains of Montana with an orphaned bear cub destined for laboratory testing, they both must fight for their lives in a sudden snowstorm.
Call number	JF MIK

Title	The Chinquapin Tree
Author	Jerry Kimble Holcomb
Publisher	New York : Marshall Cavendish
Annotation	Fearing they will be sent from a loving foster home back to their abusive mother, three children hide out in a secluded spot on Oregon's coast, trying to find food and shelter
Call number	JF HOL

Title	The Wreckers
Author	Iain Lawrence
Publisher	New York : Delacorte Press
Annotation	Shipwrecked after a vicious storm, fourteen-year-old John Spencer attempts to save his father and himself while also dealing with an evil secret about the English coastal town where they are stranded.
Call number	JF LAW

Title	The Coral Island
Author	R.M. Ballantyne
Publisher	London : Puffin
Annotation	Three English boys, shipwrecked on a deserted island, create an idyllic society despite typhoons, wild hogs, and hostile visitors. Then evil pirates kidnap one of the youths whose adventures continue among the South Sea Islands.
Call number	JF BAL

Title	Julie of the Wolves
Author	Jean Craighead George
Publisher	New York : HarperCollins
Annotation	While running away from home and an unwanted marriage, a thirteen-year-old Eskimo girl becomes lost on the North Slope of Alaska and is befriended by a wolf pack.
Call number	JF GEO

Title	Robert Crews
Author	Thomas Berger
Publisher	New York : Wm. Morrow
Annotation	When a plane crash strands Robert Crews, a ne'er-do-well alcoholic, beside a north woods lake, he must use his ingenuity and what supplies he can salvage to find food and build shelter. After struggling for weeks believing he is completely alone, he discovers a mysterious footprint.
Call number	F BER

Title	Far North
Author	Will Hobbs
Publisher	New York : Morrow Junior Books
Annotation	After the destruction of their floatplane, sixteen-year-old Gabe and his Dene friend, Raymond, struggle to survive a winter in the wilderness of the Northwest Territories.
Call number	JF HOB

Title	The Shark Callers
Author	Eric Campbell
Publisher	San Diego : Harcourt Brace
Annotation	Two teenage boys, one on a shark hunt and the other traveling with his family, face the challenge of their lives when a volcano erupts causing a massive tidal wave in the South Seas.
Call number	JF CAM

Title	A girl named Disaster
Author	Nancy Farmer
Publisher	New York : Orchard Books
Annotation	While journeying to Zimbabwe, eleven-year-old Nhamo struggles to escape drowning and starvation and in so doing comes close to the luminous world of the African spirits.
Call number	JF FAR

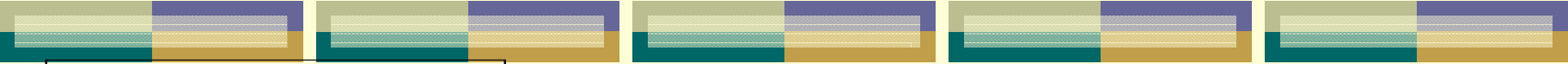
Title	Tomorrow, when the war began
Author	John Marsden
Publisher	New York : Bantam Doubleday Dell Books for Young Readers
Annotation	Seven Australian teenagers return from a camping trip in the bush to discover that their country has been invaded and they must hide to stay alive.
Call number	JF MAR

Title	The Dead of Night
Author	John Marsden
Publisher	Boston : Houghton Mifflin Co.
Annotation	Six determined Australian teenagers try to find their missing friends while continuing to resist the enemies who have invaded their country.
Call number	JF MAR

Title	Hatchet
Author	Gary Paulsen
Publisher	New York, N.Y. : Atheneum Books for Young Readers
Annotation	After a plane crash, thirteen-year-old Brian spends fifty-four days in the Canadian wilderness, learning to survive with only the aid of a hatchet given him by his mother, and learning also to survive his parents' divorce.
Call number	JF PAU

Title	The voyage of the Frog
Author	Gary Paulsen
Publisher	Macmillan Children's
Annotation	When David goes out on his sailboat to scatter his recently deceased uncle's ashes to the wind, he is caught in a fierce storm and must survive many days on his own as he works out his feelings about life and his uncle.
Call number	JF PAU


Title	Bridle the wind
Author	Joan Aiken
Publisher	London : Jonathan Cape
Annotation	His journey back to Spain interrupted by shipwreck, loss of memory, and a stay in a forbidding French monastery, twelve-year-old Felix finally continues his journey in the company of a mysterious boy that he had rescued from hanging. Sequel to "Go saddle the sea."
Call number	JF AIK



Robinson Crusoe by Daniel Defoe

Robinson Crusoe is an Englishman from the 1) t_____ of York in the seventeenth century, the youngest son of a merchant of German origin. 2) E_____ by his father to study law, Crusoe expresses his 3) w_____ to go to sea instead. His family is 4) a_____ Crusoe going out to sea, and his father explains that it is better to 5) s_____ a modest, secure life for oneself. Initially, Robinson is committed to 6) o_____ his father, but he eventually succumbs to temptation and 7) e_____ on a ship bound for London with a friend. When a 8) s_____ causes the near deaths of Crusoe and his friend, the friend is dissuaded from sea 9) t_____, but Crusoe still goes on to set himself up as merchant on a ship leaving London. This trip is financially successful, and Crusoe plans another, leaving his early profits in the care of a friendly widow. The second 10) v_____ does not prove as fortunate

Robinson Crusoe is an Englishman from the town of York in the seventeenth century, the youngest son of a merchant of German origin. Encouraged by his father to study law, Crusoe expresses his wish to go to sea instead. His family is against Crusoe going out to sea, and his father explains that it is better to seek a modest, secure life for oneself. Initially, Robinson is committed to obeying his father, but he eventually succumbs to temptation and embarks on a ship bound for London with a friend. When a storm causes the near deaths of Crusoe and his friend, the friend is dissuaded from sea travel, but Crusoe still goes on to set himself up as merchant on a ship leaving London. This trip is financially successful, and Crusoe plans another, leaving his early profits in the care of a friendly widow. The second voyage does not prove as fortunate





Thank You !

