

GO for IT

Teachers' Guide – Series 1

FICTION

Intense Surf by J C Boddie

The Man by Fleur Beale

Rosh by Fleur Beale

Annie and Mitch by Fleur Beale

The Beach Sweep by Kate Boehm Jerome

Constructing Big Air by Jillian Sullivan

What a Wreck! by John Parker

Between the Lines by David Hill

NON-FICTION

Golf: The Four-letter Game by John Parker

Fat Tyres: A Guide to Mountain Biking by Iain Campbell

The Eye of the Tiger by Iain Campbell

Top Secret by Philippa Werry

First published 2007
Gilt Edge Publishing
4 Armidale Street
Petone
Wellington
New Zealand
www.giltedgepublishing.co.nz

Text copyright © Gilt Edge Publishing 2007
All rights reserved. Enquiries should be made to the publisher.

Teachers are welcome to photocopy this material for classroom use.

Introducing the GO for IT series

“These are the best books I have seen for remedial readers. The illustrations will capture students straight way. The text is at the right level for them, and the stories – well, they can definitely identify with these.”

Letter from the head of a remedial reading department who has taught in New Zealand for 30 years.

GO for IT is a high-interest series of chapter books for reluctant readers at intermediate school and high school. The series combines fiction and non-fiction titles and explores real-life topics facing teens – peer pressure, fitting in, friendship, love, sports, conflict, violence, and more. In other words, it doesn't shy away from the tough stuff. The stories have links with various curriculum areas, including science and history, and each is grounded in a relevant and engaging context.

The books will appeal to students who don't usually like to read, who lack confidence in reading, or who have reading difficulties. Some of New Zealand's best authors for young adults have contributed to the series, as have a group of exciting illustrators with experience in animating for music videos, television, and video games.

Go for It aims to encourage a love of reading - and at best a desire to write as well. Engaging stories in which young adults can see that they themselves are the key to achieving this goal.

Features of the series

Features of the series include:

- relevant, high-interest topics
- a mixture of fiction and non-fiction titles
- simple sentence structures
- limited word counts, with text broken into bite-sized chunks
- high-frequency vocabulary
- a glossary for more difficult words
- engaging full-colour illustrations that support the text.

Introducing this teachers' guide

This teachers' guide provides a class plan for each book in the GO for IT series, including activities that you can do with your students before, during, and after reading.

Depending on the amount of support your students need, you may want them to read independently, in pairs, or as a class. Alternatively, you might have them follow the text as you read. Your choice will also depend on the particular book you're reading. The ideas in this resource will support you no matter what approach you take, but they are particularly focused on guided reading.

Making meaning from reading

As proficient readers, we use various strategies to understand a text – often without even realising it. While we read, or after reading, we:

- make links with our own lives
- visualise what's happening
- predict what might happen
- ask ourselves questions about the text
- look for clues to the meanings of words we don't know
- read between the lines
- analyse the text
- summarise the text
- evaluate the text
- skim, scan, or reread.

Reluctant readers sometimes don't use these strategies confidently or often, so this guide includes prompts that encourage them to do so. However, it doesn't over-emphasise the strategies or make them too explicit since this can overwhelm students or interfere with their enjoyment of reading (and also since the strategies themselves overlap). Rather, the strategies are built into the prompts in a seamless way. (See "Getting stuck in" and "Taking a closer look".)

Structure of the class plans

The class plans for each book follow the same format.

- Introduction
- Setting the scene
- Getting stuck in
- Taking a closer look
- Moving beyond the book

Introduction

This section gives an overview of the book and suggests reasons you might use it with your students.

Reasons for reading (learning outcomes) might include:

- to find out about a particular subject area
- to debate ideas in the text
- to explore specific text features such as the structure, character development, or interesting language.

Your reason is likely to involve the strategies outlined earlier (see “Making meaning from reading”) – predicting, summarising, evaluating, skimming, scanning, and so on.

Setting the scene

This section focuses on:

- eliciting your students’ prior knowledge
- generating their interest in the topic
- providing support for challenges they may encounter in the text
- communicating a clear reason (or reasons) for reading.

As an example of providing support, you may need to introduce vocabulary that appears in the book if this vocabulary is likely to be an unnecessary stumbling block. This is particularly important for reluctant readers, whose frustration with unfamiliar words may contribute to their lack of enthusiasm for reading.

Pre-reading activities might include:

- brainstorming, reciprocal interviewing (where students formulate questions for each other), or postbox activities (where students post questions) on a particular topic
- KWLH (know, want to know, learned, how learned) charts on a particular topic
- skimming (for example, the contents page, headings, and index) for an idea of what the text is about
- vocabulary exercises such as word maps or clustering activities.

Choose pre-reading activities that suit the text, your reason for reading, and your students. However, try to keep the activities to a minimum so that your students can get stuck in and enjoy the text as soon as possible.

Getting stuck in

This section suggests prompts to draw your students’ attention to particular aspects of the text or to check their understandings. The prompts help them to use strategies for understanding the text such as making links with their own lives, visualising, predicting, and so on. Choose the prompts that meet your students’ needs and your reason for reading.

If your students need a lot of support, you could follow the prompts (or a selection of them) on the first reading. If they need less support, you could let them read straight through the first

time and then use the prompts on the second reading. So that your students can really become involved with and enjoy the text, avoid interrupting the flow of their reading unless you need to.

Comment codes

A useful way to help students engage with a text is to have them use “comment codes” as they read. For example, they might pencil in the margin “A” for “agree”, “D” for “disagree”, “MP” for “main point”, “SP” for “supporting point”, “CTO” for “check this out”.

Taking a closer look

This section offers suggestions for exploring features of the text in more detail. Choose the suggestions that suit your students and reason for reading.

The activities for fiction titles include:

- a three-level thinking guide (Worksheet 1)
- a sequencing activity (Worksheet 2)
- vocabulary activities (Worksheet 3 and Worksheets 4a and 4b)
- a cloze activity (Worksheet 5).

The activities for non-fiction titles include:

- a three-level thinking guide (Worksheet 1)
- vocabulary activities (Worksheet 2 and Worksheets 3a and 3b).

Three-level thinking guide

There are few, if any, rights or wrongs when it comes to interpreting texts. This is particularly relevant to the three-level thinking guide, which involves reading at different levels to encourage critical thinking.

The three levels of reading are:

- Level 1 – reading on the lines (interpreting what the text says on a literal level)
- Level 2 – reading between the lines (inferring, or interpreting what the text might mean)
- Level 3 – reading beyond the lines (evaluating ideas by relating them to other knowledge).

The value of the three-level thinking guide lies in the discussion that it generates. Encourage your students to justify their opinions, and be open to all their responses.

Moving beyond the book

This section gives ideas for follow-up activities that your students could do – for example, reading books on similar topics, using the text as a model for their own writing, debating an issue from the text, or researching aspects that interest them. Each fiction title has a corresponding magazine, and these are listed under “Reading” activities.