

junior

# STORIES 1

READING AGES 7 - 10 YEARS



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# JUNIOR STORIES 1

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# JUNIOR STORIES

Student's script PLUS Teacher's script

## BEST FRIENDS

BY HILTON AYREY

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are sworn enemies, these two got along just fine.

Notes on Story Structure

Characters

Student's Text

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest to prowls around pretending to be the hunter.

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway...and there by the side of the road lay his friend, still and lifeless.

He bounded over to her and started to lick her face. Sophie stirred and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the loose skin at the back of her neck – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked furiously until the family came rushing to see what was the matter.

Sophie was very lucky. The vet said she must have had been hit by a car but there was no serious damage. For a long time after Sophie was alright. Leo followed her around. Friends look after each other.

TEACHER'S COPY

JUNIOR STORIES 1:4

RA 7-8yrs

## BEST FRIENDS

BY HILTON AYREY

### BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: *What is a best friend? Can cats and dogs be best friends?*

### STORY STRUCTURE

#### Characters

Leo the Labrador, Sophie the Siamese cat

#### Setting

The garden where they live

#### Problem

Sophie went missing

#### Feelings

Leo was distressed

#### Action

He barked and waited. Found a trail leading into the forest

#### Action

Leo followed the trail. He found Sophie

#### Action

Leo carried Sophie back to the house

#### Outcome

Sophie was alright. Leo followed her around.

#### Theme

Friends look after each other.

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest to prowls around pretending to be the hunter.

*Character development: Leo's feelings, Sophie - an early riser, pretends to hunt?*

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway...and there by the side of the road lay his friend, still and lifeless.

*Rising tension in the story. What will be the outcome?*

He bounded over to her and started to lick her face. Sophie stirred and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the loose skin at the back of her neck – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked furiously until the family came rushing to see what was the matter.

*Good passage to discuss sympathy and emotion*

Teacher's Text

The vet said she must have had been hit by a car but there was no serious damage. For a long time after Sophie was alright. Leo followed her around.

*Theme Happy ending but Leo is now worried - things have changed.*

### AFTER READING DISCUSSION

1. Review Story Structure: *(sample on next page)*
2. Story Evaluation: *What has the author done to try and make this a good story?*

# BEST FRIENDS

BY HILTON AYREY

## BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: *What is a best friend? How do you treat a best friend?*

### STORY STRUCTURE

#### Characters

Leo the Labrador,  
Sophie the Siamese cat

#### Setting

The garden where they live

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are **sworn enemies**, these two got along just fine.

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his door for his friend to turn up. He barked and waited ... but she didn't. He started to sniff around and found a trail leading into a forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest around pretending to be the hunter.

*Character development: Leo's feelings, Sophie - an early riser.*

Deeper and deeper into the forest went Leo, following the trail further he went the more he began to panic. In an attempt at exploring they had never gone this far from home. Suddenly he heard the sound of traffic getting louder and louder. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself on a highway...and there by the side of the road lay his friend, lifeless.

*Rising tension to the story climax - what will be the outcome?*

He bounded over to her and started to lick her face and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up using the loose skin at the back of her neck - the same way Sophie pick up her kittens last summer - and carried her made his way back through the forest. He lay the cat down at the back door and barked furiously until someone came rushing to see what was the matter.

*Good passage to dig into - imagery and emotion*

Sophie was very lucky. The vet said she must have been in a car but there was no serious damage. For a long time Leo wouldn't let her out of his sight.

*Happy ending but Leo is now worried - things have changed.*

## AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: *What has the author done to try and make this a good story?* (Activity 10)

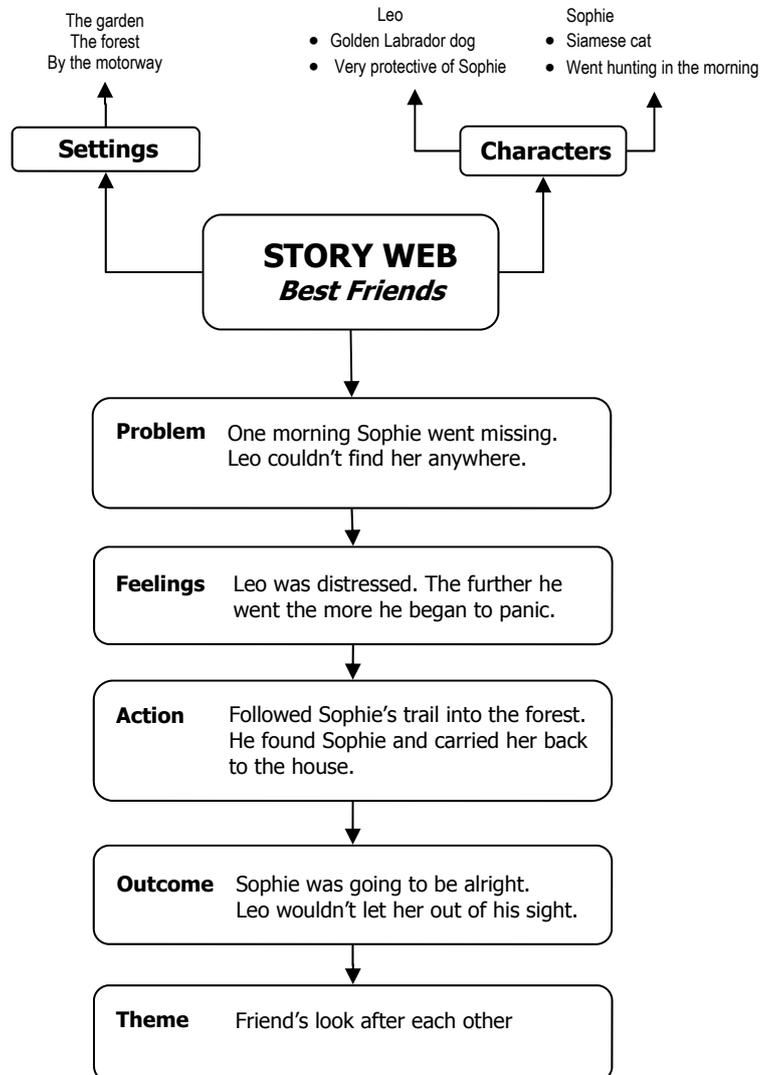
Prompts for before reading discussion to access prior knowledge about story theme

Possible story structure that can be identified from each chunk of text as the story is being read and discussed

Bold Italics = strong language features, concepts or vocab in the text which provide interest and challenges during detailed retelling

## AFTER READING DISCUSSION

### 1. Review Story Structure (sample below)



### 2. Story Evaluation: *What has the author done to try and make this a good story?* (Activity 10)

- Possible Responses:** Story structure - *It had a happy ending*  
*I was worried about what had happened to Sophie*  
 Familiar topic - *That happened to my cat. I know how Leo felt.*  
*What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)*

Annotated notes for the teacher drawing attention to special features of the story

Divided into chunks for Guided Reading

Examples of the comments students may make about the different features of a story

Prompts for story evaluation



# **FOLLOW UP ACTIVITIES**

## **using Bloom's Taxonomy**

Each story has a set of follow-up activities (see example on next page). These activities are intended to be used after the students have been guided through the text in a small group.

### **SUGGESTIONS FOR USING THESE ACTIVITIES**

- ◆ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results.
- ◆ Don't expect students to do them all
  - allow choice; they will find that very motivating
- ◆ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
  - For example 1 = had a go at the activity
  - 3 = completed task according to agreed criteria
  - 5 = something extra-went beyond the requirement
 Each activity can be rated 3 times - self, buddy, teacher who has the final say.
- ◆ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

### **High value activities - something for everyone**

- ◆ Activities range from low level, literal responses (security for those who lack confidence) to higher level analysing, creating, and evaluating tasks. Your top end learners will love these.
- ◆ Many activities allow for a visual as well as a written response to provide an alternative for reluctant writers

### **An important part of Comprehension Strategy Instruction**

- ◆ The higher level thinking skills of applying, analysing, creating, and evaluating are important comprehension strategies in their own right. These activities provide independent opportunities to build on the work done during the Three Steps

### **An organisational necessity**

- ◆ With students working independently on these activities you can focus on your instructional groups.
- ◆ Activities are designed as individual tasks to help create that quiet work focus you need to concentrate on groups, but they can be adapted to co-operative activities if you feel your classroom organisation and work ethic allows for it.

### **All the hard work has been done for you**

- ◆ There is a huge amount of follow-up work included in each worksheet.
- ◆ Once the activities have been taught there is continuity from story to story; you are not having to teach lots of new activities. The challenge for the student comes from applying the known activity to a new story context.

## FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills

# BEST FRIENDS

BY HILTON AYREY

### ACTIVITIES

### Junior Stories 1:4

**Bloom's Level One**  
Locating literal information from the text

→ **REMEMBERING - What are the facts**

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.

**Bloom's Level Two**  
Demonstrating understanding of the story

→ **UNDERSTANDING - Show that you understand the story**

2. Draw a map of the story setting showing where the action took place.
3. Think of another title for the story that tells you more about the problem.

**Bloom's Level Three**  
Using the information from the story in other ways

→ **APPLYING - Using what you know from the story**

4. Make a poster for the missing Sophie.  
*Remember a poster should have an eye catching title, information, and drawings*
5. Write a short poem or rap song about a pet that goes missing.

**Bloom's Level Four**  
Analysis of the story by identifying the climax and the story structure

→ **ANALYSING - Breaking down the story to show how it works**

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

7. Make a **STORY WEB** showing all the following:  
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

**Bloom's Level Five**  
Designing solutions to problems that arise from the story

→ **CREATING - Coming up with new ideas**

8. Design some way that Leo can keep track of Sophie at all times.  
*Label your drawings or write descriptions to explain your interesting ideas*

**Bloom's Level Six**  
Exploring a theme from the story by looking at both sides of a statement

→ **EVALUATING - Sorting out the good from the bad**

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having a best friend.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

**Bloom's Level Six**  
Using simple criteria to evaluate a story

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1  
This was a great story      This story was OK      I didn't like this story

**THE STORIES**

**FOLLOW UP ACTIVITIES**

*and*

**LESSON PLANS**

# BISCUITS FOR THE TEACHER

BY HILTON AYBEY

Stephen really liked his teacher Miss Thomas. He loved it when she smiled at him and thanked him for sitting up straight and he beamed when she said how neat his work was. He was always trying to please her. You can imagine how upset he was when she told the class one morning that she was leaving to go to another school. How could she do that?

He would have to give her something very special so that she would always remember him. His mother baked cakes for people on special occasions. He would make Miss Thomas some special biscuits. He would have to act quickly because tomorrow was her last day.

When he got home there was a note on the kitchen table from his mother. She was going to have to work late and wouldn't be home until way past his bedtime. Dad knew nothing about what happens in the kitchen so he wasn't going to be any help.

He knew all about making icing. He had helped his mother with this before, but making the biscuits was going to be a problem. He needed a shortcut. Mum always had a supply of biscuits from the supermarket in the pantry so he burrowed down to see what he could find.

At the very back of the pantry amongst all the fancy stuff, he found what he was looking for - some nice oaty biscuits. It would look like he had made them himself once he heaped on the chocolate icing. Miss Thomas loved chocolate.

An hour later he stepped back to admire his work. The biscuits looked awesome. He put them in a container and headed off to do his homework.

There were lots of other children around when Stephen arrived at school the next morning, just as he had planned. Miss Thomas went on and on about his biscuits, how yummy they looked, and Stephen felt very proud.

"And you made them all yourself...my word you are so special Stephen. I am going to miss you!"  
That was music to his ears.

She reached into the container and chose a biscuit heaped with icing. "You know exactly what I like Stephen," she said as she closed her eyes in anticipation and took a big bite. But something was wrong! The look on her face changed from delight to worry and then horror as she gagged and rushed from the room. The half eaten biscuit lay upside down on the floor and it was only then that Stephen noticed the label moulded into the bottom - TUX DOG BISCUITS.

Miss Thomas would certainly remember him!

## Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

# BISCUITS FOR THE TEACHER

BY HILTON AYDEY

## ACTIVITIES

## Junior Stories 1:5

### REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.

### UNDERSTANDING - Show that you understand the story

2. Why was Stephen so upset when he found out Miss Thomas was leaving?
3. Draw a map of the settings showing where the action happened. Use labels.

### APPLYING - Using what you know from the story

4. Make a poster for Miss Thomas's new pupils about how to make her happy. *Remember a poster should have an eye catching title, information, and drawings*
5. Write a short poem or rap song about Stephen's mistake.

### ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:  
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

### CREATING - Coming up with new ideas

8. Design a going away present for your teacher so that he or she will **always** remember you. *Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about trying to please the teacher.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1

This was a great story      This story was OK      I didn't like this story

# BISCUITS FOR THE TEACHER

BY HILTON AYBEY

## BEFORE READING DISCUSSION

1. **Access prior knowledge:** *How do you impress a teacher? What do teachers like?*
2. **Are there any clues in the title?**

## STORY STRUCTURE

### Character

Stephen - always trying to please the teacher  
Miss Thomas - teacher

### Problem

Miss Thomas is leaving

### Feelings

Stephen is very upset

### Action

Make some special biscuits so she would always remember him

Stephen really liked his teacher Miss Thomas. He loved it when she smiled at him and thanked him for sitting up straight and he beamed when she said how neat his work was. He was **always trying to please her**. You can imagine how upset he was when she told the class one morning that she was leaving to go to another school. How could she do that?

He would have to give her something very special so that she would **always remember** him. His mother baked cakes for people on special occasions. He would make Miss Thomas some special biscuits. He would have to act quickly because tomorrow was her last day.

*Quickly into the problem, feelings, and action.*

When he got home there was a note on the kitchen table from his mother. She was going to have to work late and wouldn't be home until way past his bedtime. Dad **knew nothing** about what happens in the kitchen so he wasn't going to be any help.

*Character information about Mum and Dad that can be inferred.*

### Setting

At home

### Problem development

Mum isn't there to help and Dad is useless in the kitchen

He knew all about making icing. He had helped his mother with this before, but making the biscuits was going to be a problem. He needed a shortcut. Mum always had a supply of biscuits from the supermarket in the pantry so he burrowed down to see what he could find. At the very back of the pantry, amongst all the fancy stuff, he found what he was looking for - some nice oat biscuits. It would look like he had **made them himself** once he heaped on the chocolate icing. Miss Thomas loved chocolate.

*This is the 'moment of truth' in the story*

### Action

Found some biscuits in the pantry and covered them with chocolate icing. Everyone would think he had made them

An hour later he stepped back to admire his work. The biscuits looked great. He put them in a container and headed off to do his homework.

There were lots of other children around when Stephen arrived at school the next morning, **just as he had planned**. Miss Thomas went on and on about his biscuits, how yummy they looked, and Stephen felt very proud.

"And you made them all yourself...my word you are so special Stephen. I am going to miss you!"

That was **music to his ears**.

*Everything is going according to plan*

### Setting

At school

### Outcome

Stephen gets lots of attention from Miss Thomas

She reached into the container and chose a biscuit heaped with icing. "You know exactly what I like Stephen," she said as she closed her eyes in anticipation and took a big bite. But something was wrong! The look on her face changed from delight to worry and then horror as she gagged and rushed from the room. The half eaten biscuit lay upside down on the floor and it was only then that Stephen noticed the label moulded into the bottom - TUX DOG BISCUITS. Miss Thomas **would certainly remember him!**

### Outcome

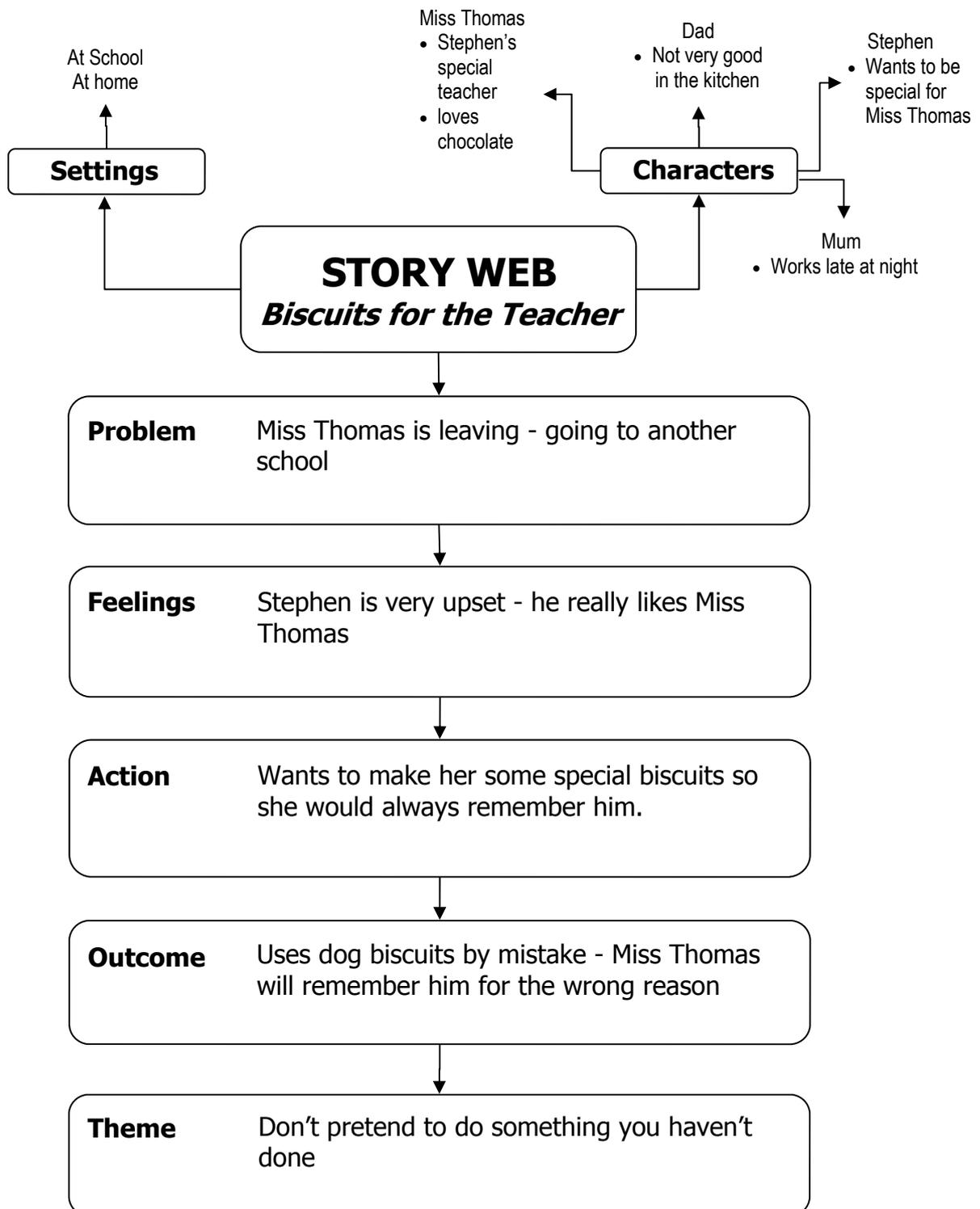
Dog biscuits - yuck!  
Not the outcome Stephen was after

### Theme

Don't pretend to do something you haven't done.

## AFTER READING DISCUSSION

1. **Review Story Structure:** *(sample on next page)*
2. **Story Evaluation:** *What has the author done to try and make this a good story? (suggestions on next page)*

**AFTER READING DISCUSSION****1. Review Story Structure** (sample below)**2. Story Evaluation:** *What has the author done to try and make this a good story? (Activity 10)*

**Possible Responses:** Story structure - *It had a good ending. I was wondering what was going to happen.*  
 Characters - *Stephen was a good character - we found out a lot about him.*  
*- I felt sorry for him at the end but he was trying too hard.*

*What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)*

# APPENDIX :

## Learning Outcomes, Charts, and Exemplars

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### LESSON PLANNING

- ◆ Learning Outcomes 62



### COMPREHENSION STRATEGY INSTRUCTION

- ◆ CSI Teaching Charts - Beginning Level 63
  - ◆ CSI Teaching Charts - Advanced Level 64
  - ◆ CSI Teaching Charts - Story Web (Story Structure) 65
-



## LESSON PLANNING

### Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource. The emphasis is on the development of comprehension strategies. These Learning Outcomes can be easily linked back to the Achievement Objectives in the New Zealand English curriculum.

## SENTENCE LEVEL COMPREHENSION

### LEARNING OUTCOME:

#### 1. Monitor own reading for comprehension

*I will know I can do this if, when I am reading, I can ...*

- ◆ Put sentences in my own words using "I think that means..." to check whether I have got the message right
- ◆ Recognise that there are roadblocks (I haven't got the message right)

### LEARNING OUTCOME:

#### 2. Use the Deep Five comprehension strategies to check and clarify meaning, and to overcome roadblocks to comprehension

*I will know I can do this if, when I am reading, I can ...*

- ◆ Visualise what the words are saying
- ◆ Make connections to something I already know to clarify ideas
- ◆ Ask myself questions about the story
- ◆ Form and revise an hypothesis about what is going on in the story
- ◆ Make connections to something somewhere else in the story

## "BIG PICTURE" TEXT LEVEL COMPREHENSION

### LEARNING OUTCOME:

#### 3. Identify Narrative Text Structure (Characters, Setting, Problem, Feelings, Action, Outcome, Theme)

*I will know I can do this if, when I am reading, I can ...*

- ◆ Identify the CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME of the story

### LEARNING OUTCOME:

#### 4. Demonstrate the use of Bloom's Thinking Skills

*I will know I can do this if I can ...*

- ◆ Use the information in the story correctly to make a poster or write a story (Applying)
- ◆ Identify the most important moment in a story and say why (Analysing)
- ◆ Create a story web using story information (Analysing)
- ◆ Design a valid solution to a problem raised in the story (Creating)
- ◆ Present both sides of an issue raised in the story (Evaluating)
- ◆ Rate the story based on the criteria given and justify my rating (Evaluating)

### Chart 3

*We are learning to identify the text structure in short stories*



## **STORY WEB**

*Finding the story structure*



# **Characters and Setting**

*Who Where and When*



## **Problem**

*A conflict for the character(s)*



## **Feelings**

*How the characters FEEL about the problem*



## **Action**

*What the characters DO about the problem*



## **Outcome**

*How it all works out*



## **Theme**

*Why did the author write this story?*

*What does it tell us about the way people think and act?*