



LEVEL 1 2 3 4 5

## Table Manners

### THE LEARNING CONTEXT

During week 7 of a classroom programme on memories, the particular focus was grandparents. Over this week, the students listened to *School Journal* stories and to each other's and the teacher's stories about special memories of grandparents.

The teacher modelled questioning techniques to encourage the students to elaborate on their ideas. The students then questioned each other as they shared their stories orally in small sharing circles. Each student selected a special memory and told their story to the teacher. If necessary, the teacher asked questions to encourage the expansion of ideas.

Before the class began writing, the teacher modelled an interesting beginning sentence and asked the class:

- Who is our audience?
- How can we keep them interested? For example, can we use humour?

The students developed the following criteria for their writing:

- I must choose a moment in time to write about.
- I must have an interesting beginning sentence, which hooks the audience in.

The students wrote their initial drafts and shared them with a partner. The following day, they revised, edited, and proofread their pieces and compared them against their criteria.

The teacher conferenced with Ariel, suggesting some edits. Ariel then reworked and corrected her revised draft and published it.

### Teacher-student conversations

#### Before writing

Teacher: What can you tell me about the serviette rings?

Ariel: They have engraving all over them.

Teacher: Do they have anything special engraved on them?

Ariel: Yes, one has my grandad's name.

#### After the draft

Teacher: Who is your audience? Who are you writing this for?

Ariel: The kids in my class.

Teacher: Do you need to give them any further information so that they can picture it in their minds?

Ariel: No, there is enough there.

Teacher: How do you think they can see "you" in the story?

Ariel: Well, I've tried to write it just like I see it at Grandma and Grandad's house.

### INTEGRATING READING AND WRITING

The teacher can seek opportunities in close reading for the students to explore:

- stories in which children discuss family relationships, especially those with their grandparents;
- stories that focus on memory;
- written reminiscences and anecdotes by adults.

Such stories can be found in the *School Journal* and especially in the *Journal of Young People's Writing*. In personal reminiscence texts, such features as strong personal voice, direct conversation with the reader, and humour could be discussed during guided and shared reading and when reading to students.

### WHERE TO NEXT?

To move Ariel towards the next learning step, the teacher could encourage her to focus on:

- sentences: using complex sentences and finding ways to join sentences together;
- vocabulary: using a wider range of content words;
- language features: possibly using dialogue for impact;
- grammar: using "Grandma, Grandad and I" instead of "Me and my Grandma and Grandad";
- punctuation and spelling: aiming for consistency in correct punctuation and spelling.

The teacher could model texts for the class that contain clear examples of the features that the students need to work on. For Ariel, the grammatical points will need to be reinforced through specific instruction during conferencing times.

### CURRICULUM LINKS

#### Level 2: Writing Functions

**Poetic Writing:** Students should write on a variety of topics, shaping ideas in a number of genres, such as letters, poems, and narrative, and making choices in language and form.

#### Levels 1 and 2: Reading and Writing Processes

**Exploring Language:** Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

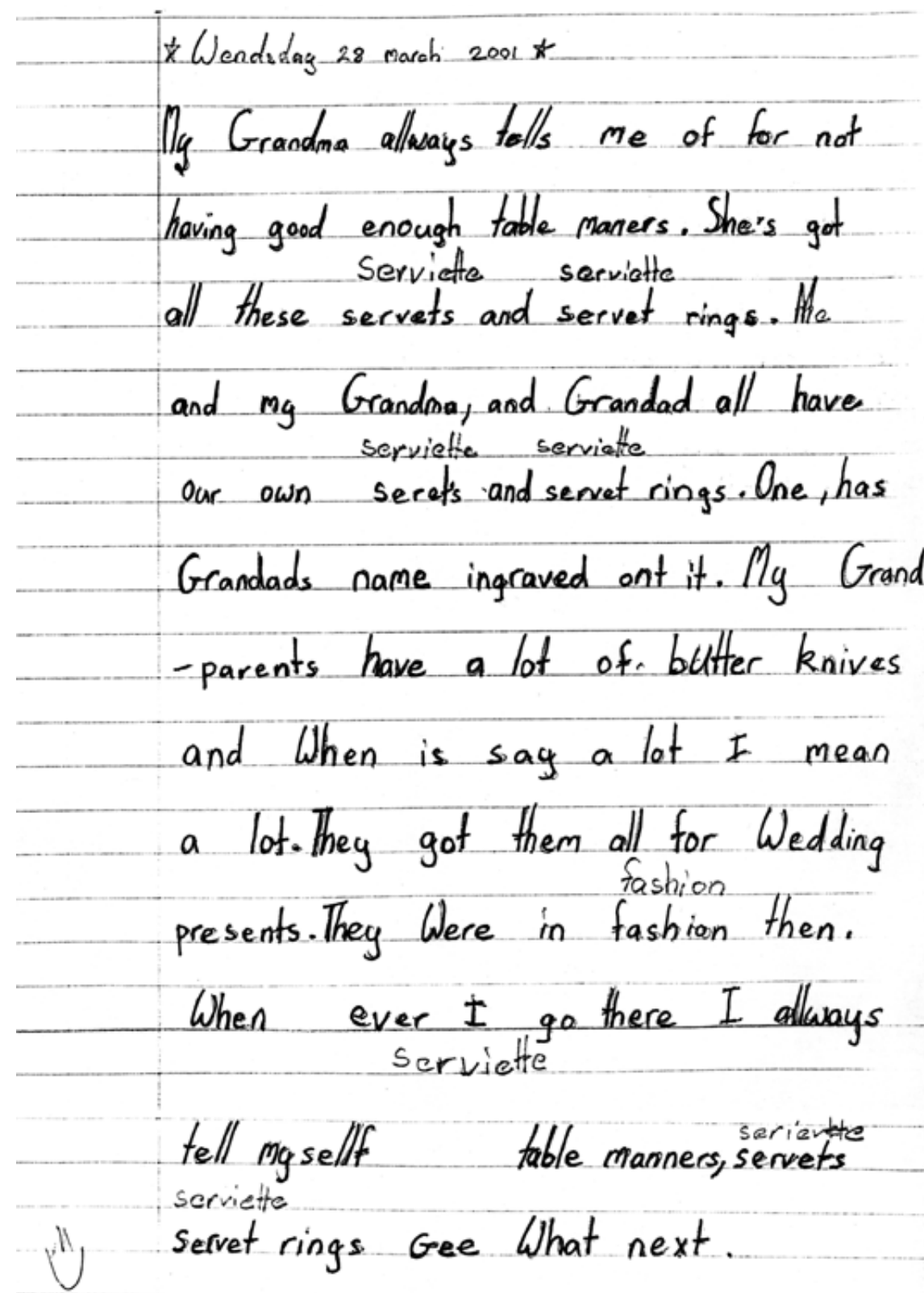
**Thinking Critically:** Students should identify and express meanings in written texts, drawing on personal background, knowledge, and experience.

*English in the New Zealand Curriculum, pages 35–36*

LEVEL 1 2 3 4 5

## Table Manners

STUDENT'S SECOND DRAFT





# Poetic Writing: Personal Experience

LEVEL 1 2 3 4 5

## What the Work Shows

Ariel shares with the reader a family relationship that is obviously very important to her. She demonstrates a strong and confident sense of personal voice and engages readers' interest through humour and anecdotal comments. There is a strong feeling of her affection for her grandparents.

STUDENT'S SECOND DRAFT

### DEEPER FEATURES

#### Voice

Displays a confident sense of personal voice. Shares a range of personal details with the reading audience.

#### Ideas

Focuses on ideas that are personally meaningful, together with some supporting detail and comment.

#### Structure

Sequences ideas logically with first and last sentences well linked.

#### Sentences

Begins writing with a bold and interesting statement.

Varies sentence beginnings.

Makes some attempt at complex sentences for effect.

My Grandma allways tells me of for not having good enough table maners. She's got all these serviette and serviette rings. Me and my Grandma, and Grandad all have our own serviette and serviette rings. One, has Grandads name ingraved ont it. My Grandparents have a lot of butter knives and When is say a lot I mean a lot. They got them all for Wedding presents. They Were in fashion then. When ever I go there I allways tell myself table manners, serievttte serviette rings Gee What next.

### SURFACE FEATURES

#### Grammar

Generally writes correctly formed sentences. Explores past and present tenses.

#### Punctuation

Uses capital letters, full stops, commas, and apostrophes but somewhat inconsistently.

#### Spelling

Shows some knowledge of common spelling patterns. Ariel's handwritten copy (see over) demonstrates that she has proofread for spelling, for example, "serviette".