

The Overcoat

Complete the first two components, Pre-Reading Zone In and Pre-Reading Predicting, before reading the complete text. Then undertake the remaining components, from During Reading My Connection. Each component will open the relevant pages of text, if applicable, but you can go back to any part of the text at any time.

Tab 1 Pre-Reading Zone In

You may want to provide some background to students about India in British colonial times. Check out the website www.explore-himalaya.com/himalaya_history.php for some useful information.

*Tab 2 Pre-Reading Predicting**Tab 3 During Reading My Connection**Tab 4 Visualising**Tab 5 Questioning**Tab 6 Summarising**Tab 7 Monitoring**Tab 8 Word Works Activity 2*

You may want to use the tips for writing good beginnings for imaginative texts, from Blake's *Writer's Guide for Primary Students* (at the end of this document).

Tab 9 Assessment

The first three questions are literal questions, so the correct statement can be found in the text. The next two are interpretative or inferential questions, meaning that students need to interpret or infer from the text to find the correct statement. The final question is an applied or evaluative question, so students need to apply or evaluate the information from the text to choose an answer, and there may be no "correct" answer.

Here are the answers for the assessment task.

Literal

1. a The story is set near the Himalayan mountains.
2. d One of the main characters in the story is a girl called Julie.
3. d It was very cold and frosty on the night of the party.

Interpretative or inferential

1. a The narrator of the story was a kind and thoughtful man.
2. d When the narrator met Julie on the road to the party he assumed she had also been invited.

Applied or evaluative

Answers may vary.

As an additional assessment task, ask each student to read the following text out loud. Then mark any errors and work out the percentage of accuracy to see how well each student can read aloud.

This text is 115 words. To convert to a percentage of accuracy, divide the number of words pronounced correctly by 115 and multiply by 100.

There was a quite a crowd at the party, and no-one seemed to know Julie. Everyone thought she was a friend of mine. I did not deny it. Obviously she was someone who was feeling lonely and wanted to be with friendly people. And she was certainly enjoying herself. I did not see her do much eating or drinking, but she flitted from one group to another, talking, listening, laughing; and when the music began, she danced almost continuously.

It was almost midnight when I got up to go. As I was saying goodnight to my hosts and wishing everyone Merry Christmas, Julie slipped her arm into mine and said she'd be going home too.

An interesting question can take the reader straight into the action.

Introduce the main character so the reader can identify with him or her.



GOOD BEGINNINGS FOR IMAGINATIVE TEXTS*

- Use dialogue to introduce the reader to the characters in a very personal way.
*"... and so Flobot and Marty Martian lived happily ever after," finished Mum.
"Read it again!" Ben cried excitedly.*
- Use an interesting sentence that takes the reader straight into the action.
It was the most amazing feeling that Ben had ever experienced in his whole life.
- Use a question to involve the reader actively in the story.
*What was Ben going to do?
What would you do?*
- Use an exclamation to startle the reader.
An alien spaceship had just landed on his roof!
- Use a description to create clear images of the setting in the mind of the reader.
*The silvery moonlight shone like a tractor beam, lighting up the landing strip of Ben's roof.
The nearby trees began to swish and sway with the oncoming rush of wind.*
- Introduce the main character so the reader can identify with him or her.
Ben was an unusual boy with a love of the extraterrestrial.
- Use flashbacks to create a sense of intrigue. Instead of telling a story in chronological order, try starting at the end and then retell the events that led up to that point in the story.
*It had been the most amazing night of Ben's life. He could hardly believe all that he had been through in the past two and a half hours.
The adventure had started when he was woken by a strange noise coming from outside his bedroom window.*

*See pp. 61,77 for examples of imaginative texts