

There Was an Old Woman...

Features of the text:

- Innovation on traditional song/story
- Punctuation: question marks, varied fonts, bold print, ellipsis
- Science
- Rhyme and rhythm
- Humour

Before Reading

- Ask the children what they know about creatures and their sizes.
- Ask the children about foods they like and dislike.
- Ask, *What might you do if you ate something nasty?*
- Introduce the text: **There Was an Old Woman...**
- Look at the cover and title page. What clues do they give about the story?

- **Making meaning:** making personal connections, prediction

- **Analyzing the text:** visual literacy

Reading the Text

- Ask the children to read the text quietly.
- Give the children something specific to focus on.
For example, *Read the book to find out what the old woman did to solve her problem of swallowing something nasty.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

- Children may draw upon all text features during the reading of the text. Help individual children as necessary.

After Reading

- Notice the word *squirm* throughout the text. Clarify the meaning, and list other animals that squirm.
- Notice the photos of the animals on each spread and point out the use of both Te Reo and English names.
- Introduce the extra information spread *What Is a...* and discuss scientific vocabulary, e.g. *nocturnal, native*.
- Ask, *Why do you think the old woman swallowed the worm?*
- Encourage the children to choose a creature/animal for further individual or group research.
- Give the children musical instruments, e.g. drums, maracas, hand bells, to highlight the rhythm when chanting the story.
- Identify rhyming patterns throughout the text, e.g. *worm, squirm; wiggled, jiggled; weta, better; whale, pale*.
- Notice changes in font, e.g. *wiggled and giggled; tossed and turned; squirm; biggest, burpiest belch*. Focus on voice change.
- Look at the illustrations on pp. 18–19. Ask, *How does the illustrator show what happened when the old woman belched?*

- **Using the text:** considering how words are used (vocab)

- **Making meaning:** recall, inference, critical literacy, inquiry

- **Cracking the code:** rhyming, typography

- **Analyzing the text:** recognizing the illustrator's role