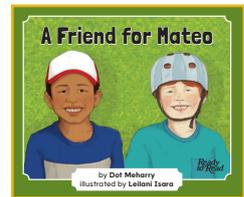


A Friend for Mateo

by Dot Meharry
illustrated by Leilani Isara

This text is levelled at Yellow 2.



Overview

Mateo has just moved to New Zealand from Sāmoa. At the park, while Mateo watches the children riding their scooters, a boy (Zane) stops to say “hello” and offer Mateo a turn on his scooter. Afterwards, Mateo invites Zane to lunch with him and his mum. This text provides opportunities for students to make connections to their own experiences of making new friends.

A Friend for Mateo supports the development of a self-extending reading processing system, requiring students to “search for and use interrelated sources of information” and use “a range of word-solving strategies and comprehension strategies to make or confirm meaning” (*The Literacy Learning Progressions*, page 11).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships)
– Explore and share ideas about relationships with other people.

Related texts

- Texts about making new friends: *Dragons! Dragons! Dragons!*; *The Crocodile's Christmas Jandals*; *Monster's Lunch* (shared)

Text characteristics

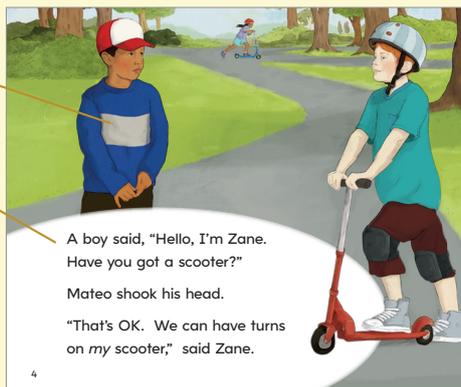
The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but are in simpler forms. These characteristics are shown in boxes with a solid outline. Other boxes show additional characteristics.

The familiar context (of making friends) and settings

Illustrations that support and extend the meaning, for example, Mateo's expressions and body language

Sentences that run over more than one line but do not split phrases

Phrases at the end of sentences (“at the park”, “to see Mum”, “with his mum”, “from Mum”, “at his new friend”) that add detail and support meaning



A boy said, “Hello, I’m Zane.
Have you got a scooter?”

Mateo shook his head.

“That’s OK. We can have turns
on my scooter,” said Zane.

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and simple inferences (for example, how Mateo feels about living in a new place)

A range of punctuation, including speech marks, commas, question marks, and “my” in italics on page 4, to support phrasing, intonation, and meaning

The use of a macron (Sāmoa) to support pronunciation

Dialogue between easily identified speakers

Many high-frequency words (“can”, “have”, “Have”, “He”, “in”, “like”, “looked”, “Mum”, “mum”, “said”, “was”, “We”, “went”, “Yes”,)

Interest words, for example, “banana”, “bikes”, “lunch”, “muffins”, “park”, “scooter”, and regular and irregular verbs (“ask”, “have”, “live”, “love”, “see”, “shouted”, “smiled”, “shook”, “took”) that are likely to be in the reader’s oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out how Mateo makes a new friend.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the information in the story to form hypotheses and make inferences
- identify (summarise) the main events
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice some errors in their reading and take action to self-correct.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading. As part of the discussion before reading, draw out (or feed in) new vocabulary and language structures that you think will need support.

- English language learners who do not have some of the words in their oral vocabulary will need extra support with vocabulary. Use pictures to introduce some of the key vocabulary – “friend”, “looked at”, “park”, “scooter”, “bike”, “path”, “around”, “love”, “banana”. Show the students each picture, ask them what it shows, tell them the word, and ask them to repeat it. Write the words and, together, match the words and pictures, repeating the vocabulary.

Alternatively, you could give the students copies of the illustrations (without the words) in random order. Have them discuss what they can see in the illustrations and what they think their order should be. Tell them they are going to listen to the story and put the pictures in order. Ensure they know they don’t have to get it completely right – just have a go. Play the audio, pausing after each couple of pages and perhaps highlighting key words orally. Have them review their order and ask you questions about what they heard, then have them listen again. It may be useful for some students to listen three times. Give the students the book to check their order.

- Use the title and the illustration on the cover to support students to predict what the story will be about. Confirm which boy is Mateo and tell them the other boy is called Zane. If this name is unfamiliar, write it on the board.
- Encourage students to share their own experiences of making friends.
- Look at the title page. *What does this picture suggest to us about where Mateo and Zane might meet?*
- Share the purpose for reading.
- Turn to page 2 and look at the illustration. Explain that Mateo has come with his family from Sāmoa to live in New Zealand. *How do you think Mateo will be feeling?* Encourage the students to make connections to any experiences of moving to a new place or starting at a new school. Show the students a map of the world and show where Sāmoa is in relation to New Zealand. If they have moved from another country, ask them to show you, or show them, where it is.
- Browse through the illustrations together (stopping before page 8) to discuss what is happening. Rephrase the students’ responses or use prompts to draw out (or feed in) new language structures and vocabulary that may need to be supported, for example:
 - on pages 2 and 3, encourage the students to use the illustrations to infer how Mateo is feeling and why
 - on page 4, to support the phrase “shook his head”, you could ask: *What might Zane be asking? Mateo doesn't seem to be talking. How could he answer Zane without talking?*
 - on pages 6 and 7, help the students identify each mum and what is happening

- on page 7, clarify the container has muffins in it (not cup cakes). *I wonder what kind of muffins they might be?* Briefly discuss flavours, ensuring that “banana” is mentioned but not confirmed. Leave this as a challenge for the students to attempt when they read.
- Remind the students of the reading purpose and their earlier predictions.

Monitoring the reading

- Observe closely as the students read the text to themselves, intervening only if a student needs help. Note their ability to use print information, in particular, initial letters and punctuation, and their ability to read the high-frequency words and groups of words together in phrases and, in particular, to manage the sentences that end with phrases that provide extra detail. Look for any instances of self-monitoring, cross-checking, and self-correction.
- As students finish reading, they can quietly reread the story until everyone has finished.
- If a student makes an error without noticing a problem, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it.
- Some prompts that you could use include: *Did that look/sound right to you?; Are you sure?; Were you right?; Try that again ... and think about what would make sense.; Think about what would sound right and look right.; Look at the beginning of the word.; Read the sentence again.*
- Remember to base these prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce students’ attempts to problem-solve whether they are successful or not, for example, *You read “He liked” and then you noticed it wasn’t right and you went back and fixed it ... good work.* Or: *You are checking on your reading and trying to fix it ... great trying.*

- Other prompts could include:

Text in book	Student reads	Teacher prompt
Mateo shook his head.	Mateo sh ... said ... his head.	Prompt the student to use meaning: <i>Does Mateo have a scooter? How can he say “no” without talking? Try that sentence again and check if that sounds right and looks right.</i>
“That’s OK. We can have turns on my scooter,” said Zane.	That’s OK. We can take turns (stops and then starts as if next word is a new sentence). On my scooter,” said Zane.	<i>You stopped after “turns” but there is no full stop. Read that again. Read until you get to the full stop.</i>
... and he smiled at his new friend.	... and he smile at his new friend.	<i>Does that sound right? Try that again. Or you could say: Check the end of that word. Now try that again to see if it makes sense and sounds right.</i>

- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

Discussing the text

- Remind the students of the reading purpose and review the events on each page in the story. Encourage the students to think critically about Mateo’s feelings, using ideas from both the text and the illustrations. Record their responses on a chart. For example:

What happened in the story?	How did Mateo feel?
Mateo came from Sāmoa to live in New Zealand.	He was sad. New Zealand is not like Sāmoa.
Mateo watched the kids at the park. He did not have a bike.	He was lonely with no friends. He was sad because he couldn’t join in.
Zane said, “Hello”. He gave him turns on his scooter.	He was shy to talk to Zane.
Mateo had a turn on the scooter. He went around the park.	He was happy and he liked Zane.

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students' needs during the lesson and should provide purposeful practice and reinforcement.

Where possible, make links to other reading texts, including texts generated from language experience and shared writing, texts from the wider literacy programme (oral language, writing, handwriting, alphabet, and word games and activities), and texts from other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Have the students reread the text aloud to a partner. Listen in, providing feedback to individual students, and noting their ability to self-monitor and to use the punctuation to support phrasing and expression. You may also use this time to do a quick running record with a student to provide more information on something you have noticed.
- Provide many opportunities for the students to reread this text and to read other stories with similar themes (see Related texts). This also helps to extend their comprehension.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Use the chart from the earlier discussion and talk about how we can make new friends and make them feel welcome. Revisit the story and support the students to role-play the conversation between Mateo and Zane on page 8. *What might you tell a new friend about your family... the things you like to play? What might you ask your new friend?* Make a list together of the things they might say. Have the students choose ideas from the list to copy and illustrate. Display it as a group mural.

- For English language learners, you could focus on language for introducing ourselves and meeting others. Prepare a dialogue in which children give their names and say where they are from and what they like. Introduce the language for asking questions.
- Students can draw a picture of themselves with a new friend and write some ideas about the conversation they might have and the things they could do together. The writing could include something about their family, what they like to play, and a question they would ask a new friend. For English language learners, supply a sentence frame or sentence starters.
- Ask the students to add thought bubbles for Mateo and Zane on page 4, or they could refer to the chart created when discussing the text and draw and write about Mateo's feelings at two different times in the story.
- Build the students' experiences with reading and writing extended sentences. Have them reread the first sentence on page 5 ("Mateo went up and down the path on the scooter"). Point out that the sentence sounds like it could finish at the end of the first line but that it carries on. *What important information does it tell you on the next line?* Repeat the activity with the sentences on pages 3 and 4 that end with the phrases "at the park" and "on my scooter". Use one of the sentences as a framework and enjoy innovating on it to create extended sentences together. You could do this verbally or in writing. The students could choose a sentence or two to copy and illustrate.

Mateo	went	up and down the path	on the scooter
I	went	to the park	on my bike
We	jumped	in the pool	in the bath
She	hopped	on the slide	on a horse
He	raced	over the fence	with the dog