

MY LIFE AS AN ALPHABET: EXPLORING NARRATIVE

EXAMPLE THINK ALOUD SCRIPT

Text	My Life as an Alphabet [pp. 1 – 2]	Strategy
Teaching focus	Text orientation – challenge to engage all students, introduce characters, setting and mood.	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying
What the text says	What I'm thinking Now	My decision for this stopping point
A is for assignment.	A is for assignment links to the title, A is for Alphabet. I wonder how this alphabet theme will be developed further in the story.	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying
I'm excited. Miss Bamford is my English teacher and she is the best English teacher in the world.	<p>Here the author is writing in first person narrative. I think the narrator is going to be the main character, or the protagonist.</p> <p>The narrator is excited. Why? And they really like their teacher. I'm thinking that the narrator really likes school and is possibly a pretty enthusiastic student</p>	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying
Wait. Wrong way – go back. I haven't personally experienced every teacher in the world [obviously]. I believe in precision, so I must refine my statement. It is far more accurate to say that she's the best teacher as far as I'm concerned.	<p>From what the narrator says here, I am thinking that the narrator uses words carefully. They clearly do "believe in precision" and was not happy to leave a common exaggeration go unexplained.</p> <p>People often exaggerate like that, it's fairly common, and say things like, "that is the best cake/dog/movie/ ever!"</p>	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying
<p>Description of Miss Bamford.</p> <p>...The one unmistakable thing about Miss Bamford is her lazy eye. It's her right one and <i>it rolls around like its skating on something slippery</i>. This lack of control disturbs many students in my class. Sometimes she shouts at a student and, given her lazy eye, it's difficult to tell who she is yelling at. <i>One eye dips like a maniac and the other</i></p>	<p><i>I like how the author uses humour to describe Miss Bamford, but I don't think the narrator is making fun of Miss Bamford's eye. Remember that they think that Miss Bamford is the best teacher 'in the world'.</i></p> <p>The author is also using a simile and descriptive language to describe Miss Bamford's eye. <i>This phrase 'One eye dips like a maniac and the other glares at a non-specific location,' stands out for me because it really creates a funny scene.</i> It would be strange to be a student and not know where your teacher is looking.</p> <p>The narrator's speech here is interesting, "Unmistakable thing, non-specific location".</p>	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying

<i>glares at a non-specific location.</i>	It's not common, everyday language. Is the author using this vocabulary to tell us more about the character/narrator?	
Douglas Benson – he's my friend in English – once said that she might have one lazy eye, but the other is hyperactive and should be on Ritalin.	Another character is introduced here. I predict this character will be important to the story because the author has introduced him early in the text.	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying
When I told Miss Bamford what he said, her eye flitted about even more than normal. You might assume that Douglas and I got into trouble for that. But we didn't. I'll tell you about it later.	<p>I'm surprised that the narrator told the teacher what Douglas had said. It might have been hurtful to Miss Bamford or betraying a trust between friends. It's not the sort of thing you would say to someone you like. Was it a bit like betraying a confidence to tell Miss Bamford what Douglas said? I wonder why the narrator would do that.</p> <p>"I'll tell you about it later," presents a gap and makes the reader curious, motivating them to read on.</p> <p>Miss Bamford and her roving eye seem important to the story. I wonder how this character and her eye will feature later in the story.</p>	Questioning Inferring Synthesising Author's purpose Monitoring and clarifying

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