

April Fool!

By Diana Noonan

Overview

In this humorous play, a group of children play April fool tricks on each other and on a teacher. Then their teacher plays a trick on them, and the tricksters suddenly become the tricked.

Features to Consider in Context

•	The conventions of a play, including: a list of characters provided at the start, each character's piece of dialogue introduced with the character's name in capital letters, and italics for stage directions with directions for specific characters in parentheses
•	The use of humour and colloquial language
•	The use of bold print and unusual spellings and punctuation (for example, "fo-ool") to assist expression and delivery of lines.

Readability

Noun frequency level: 7.5–8.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' familiarity with the conventions of a play, especially the layout of a script
•	The students' experience in using expression, fluency, and pace when reading aloud a play and expressing characterisation
•	The students' familiarity with the concept of April fool tricks.

Introducing Students to the Text

•	Introduce the title, list of characters, and setting to the students. Encourage them to predict what the play might be about.
•	Ensure that the students understand what parts of the script are dialogue and what parts are stage directions.
•	Ensure that the students understand that the main purpose of reading and presenting the play is to entertain others and that they must promote its humour, particularly through expression and pace.

During the Reading

•	Get the students to focus on reading the play aloud, with particular emphasis on expression, fluency, and pace.
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•	Encourage the students to swap and share roles and try different voice expressions.
•	Lead the reading aloud towards a possible performance.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss with the students:	
	•	“What did you like most about the play?”
	•	“Who do you think played the best trick? Why?”
	•	“What do we learn about how the children get on with their teachers and with each other?”
	•	“Do you think this would be a fun classroom to be in? Why?”
	•	“Why do you think that some of the lines are written in bold print?”
•	•	“What other pointers or clues does the author give us on how to say some of the lines?”
	Encourage the students to think about what they would have to do to make the play a success if they were producing it, for example, assign roles, rehearse, focus on expression, fluency, and pace, and gather props and scenery. This could include thinking about how this play might be best presented – live, audiotaped, or videoed.	
•	Get the students to read the play aloud again as a group with a view towards a possible performance.	

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Speaking Using Texts Presenting • processing information	<ul style="list-style-type: none"> perform a play for an audience, fluently and with expression; use verbal and visual features to communicate ideas about a character; use props effectively in drama. 	<ul style="list-style-type: none"> practise reading and acting out the play and perform it to an audience. They will need to consider the use of movement and props.
Presenting • thinking critically	<ul style="list-style-type: none"> present information through the effective use of visual features (e.g., colour, layout, and lettering). 	<ul style="list-style-type: none"> design a poster for their production of the play.

Speaking and Listening Using Texts • thinking critically	• offer and respond to constructive criticism.	• discuss the presentation of the play with the audience and consider ways in which the performance could be improved.
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Links with Other *School Journal* Titles

“Egghead” 1.1.96; “Skinflint Chu” 3.3.98

Journal Search Categories

Schools

Tricks

Cross-curricular Links

Health and Physical Education: Relationships with Other People

Social Studies: Culture and Heritage

Associated Websites

April Fools’ at Web Holidays

www.web-holidays.com/fools/index.asp

Happy April Fool’s Day – Postcards

www.geocities.com/atine6/

Lesson Plan – April Fool’s Day

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/april.html>

Surfing the Net with Kids: April Fool’s Day Jokes

www.surfnetkids.com/games/j_aprilfools.htm

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Flowers for Ever

By Jill MacGregor

Overview

This text presents a set of simple instructions on how to make flowers last a long time. It sets the instructions within the context of a school flower show.

Features to Consider in Context

<ul style="list-style-type: none"> • 	<p>The structure of the text as a set of instructions with the following characteristics:</p> <ul style="list-style-type: none"> • a list of what you need • the use of bullet points to indicate sequence • the use of imperatives at the beginning of sentences, for example, “Place the flowers upside down...” • the use of subject-specific vocabulary, for example, “Celsius”, “sieve” • the use of numerals to indicate size and time
<ul style="list-style-type: none"> • 	<p>The use of personal experience and dialogue within a transactional text, which places the set of instructions within a real context and gives the task a meaningful purpose that students will relate to</p>
<ul style="list-style-type: none"> • 	<p>The use of poetic language to enhance the transactional intention of the text, especially the use of alliterative adjectives such as “dull and dark” and “damp and droopy”.</p>

Readability

Noun frequency level: 8–9 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

<ul style="list-style-type: none"> • 	<p>The students’ prior experience of reading and following a set of instructions</p>
<ul style="list-style-type: none"> • 	<p>The students’ familiarity with the layout of a set of instructions</p>
<ul style="list-style-type: none"> • 	<p>The students’ prior experience of flower shows and sand saucers</p>
<ul style="list-style-type: none"> • 	<p>The students’ prior knowledge and experience of measuring</p>
<ul style="list-style-type: none"> • 	<p>Words that some students may find challenging: “sifted”, “sieve”, “snip”, “sift”, “droopy”, “camellias”</p>
<ul style="list-style-type: none"> • 	<p>The students’ understanding of cooking concepts. It may be necessary for the teacher to bring some of the mentioned utensils into the classroom.</p>

Introducing Students to the Text

•	Introduce the text with a discussion about what a flower show is. The students could describe any flower shows that they have attended or participated in.
•	Lead the discussion on to what a sand saucer is. It may be necessary to show a sand saucer to the students.
•	Ask the students to talk about how you might make a sand saucer and how you might keep flowers in good condition for a long period of time. As the students brainstorm their ideas on keeping flowers in good condition, chart them under headings such as “What you need” and “Sequence”.
•	Set a purpose for the reading. Explain that the students will find out how to make flowers last for a long time. “We will read to see if your ideas are right.”
•	Before the students start to read, ask them to anticipate what they would expect to see in a set of instructions. (The headings for the chart will provide them with clues.)

During the Reading

•	<p>Either a guided or a shared reading approach would be appropriate for this text. As the students read, encourage them to check mentally against their own ideas on:</p> <table border="1"> <tr> <td>•</td> <td>how to make the flowers last for a long time;</td> </tr> <tr> <td>•</td> <td>what should be in a set of instructions.</td> </tr> </table>	•	how to make the flowers last for a long time;	•	what should be in a set of instructions.
•	how to make the flowers last for a long time;				
•	what should be in a set of instructions.				
•	Ask some additional questions: “Why did the children want to know how to make the flowers last for a long time?” “What did the children discover from the process they experienced?” “Were they pleased with the outcome?” “How do you know?”				

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to check their predictions about how to make flowers last for a long time. “How close were we?” The check could be made against the students’ brainstormed ideas on the chart.
•	Check the students’ predictions on what makes a set of instructions. Explore the features of a set of instructions as modelled in the text.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading • processing information	• follow instructions in an authentic context.	• read the instructions independently and follow them to preserve their own bunches of flowers.
Poetic Writing Presenting • thinking critically	• shape ideas into a meaningful visual and verbal form.	• make a card for a friend and decorate it with some of the flowers they have preserved. Then write a thoughtful message inside the card.
Transactional Writing • exploring language • thinking critically	• write instructions in authentic contexts.	• write a set of instructions for any classroom-based activity and give them to a friend to trial. The instructions should include all the language features that have been discussed.
Close Reading • exploring language	• identify the features of a set of instructions.	• search for other examples of instructions in the <i>School Journal</i> and check that they contain all the language features that have been discussed.

Associated Websites

Dried Flowers and Leaves

www.teachervision.com/lesson-plans/lesson-6789.html?for_printing=1

Dried Flowers

www.valentine.gr/driedcalendar_en.htm

Dried Flowers

www.valentine.gr/dryingtips_en.htm

Drying Flowers

www.geocities.com/Heartland/Plains/4323/gardening/drying.html

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Good Morning!

By Amanda Jackson

Overview

Tyler and Ramari are used to Dad going away to work. While he's away, they take turns at ringing him up in the morning. Tyler is excited when it is her turn to ring Dad, but her phone call does not have quite the outcome that she expects. What mistake has she made?

Features to Consider in Context

•	The structure of the text as a simple narrative focusing on one situation: orientation, situation, and resolution
•	The use of direct speech for moving the narrative along
•	The conventions of direct speech, including appropriate paragraphing
•	The use of first person narrative to link the reader with the storyteller
•	The use of humour
•	The use of the past tense
•	The use of detail to add colour to the story, for example, "A cloud of grey smoke", "Flick, slap" when tossing the coin
•	Some use of colloquialisms, for example, "See ya", "Shame"
•	Repetition used for effect, for example, the emphasis on "Tails!"

Readability

Noun frequency level: 8–9 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' experience with reading and understanding the structure of a simple narrative
•	The pace of the text, particularly with regard to dialogue
•	The concept of a parent regularly working away from home and the effect that this can have on children.

Introducing Students to the Text

•	Discuss the family situation in the story. "Why do you think Dad is going away?" "Do you know of anyone who has a parent who works away from home sometimes?" "Tell us about the situation." "How do you think the child feels about this?" "What difficulties might this cause for the child?" "What could she or he do about it?"
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•	Ask the students to look at the title and predict what a story entitled “Good Morning!” might be about.
•	Share the purpose for the reading. Explain that the students will discover how Tyler copes with her dad going away to work and what happens as a result of her effort to contact him.

During the Reading

•	Read the first two paragraphs together with the students. Discuss what these paragraphs tell us about this family.
	• “What situation has the author set up?” “What is happening?”
	• “What clues does the author give us about the family’s relationship or feelings for each other?” (“Be good for Mum”, “Bye honey. See you on Friday.”)
	• “If Dad is going away to work, what might his job be?”
•	Ask the students to read up to “... I could tell him all the messages from Mum and Ramari and me.” Discuss what happens after Dad leaves.
	• “Why do Tyler and Ramari say ‘Shame’?” “Why do you think they laugh?” “How do they feel about Dad’s van?”
	• “What decisions do they have to make after Dad goes?”
	• “How do they decide who is going to ring Dad?” “Is this a fair way?”
	• “Why do you think Tyler jumps around the room?”
	• “What does Tyler think she will be able to achieve by ringing Dad?”
•	Ask the students to read to the end of the story. Discuss what happens.
	• “Why did Mum give Tyler a clock?”
	• “Why do you think she cannot get to sleep that night?”
	• “Why do you think she has dreams about Ramari posting letters into smelly socks?”
	• “What mistake does Tyler make?” “How does Dad feel about this?” “Is his reaction fair?”
	• “How do you think Tyler feels after she realises that she has made a mistake?” “How would you feel?”

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss each character with the students (Tyler, Ramari, Dad, and Mum). Ask the students what they found out about each character from the story. “Think about what they do, what they think about, and what they say to each other.”
•	Ask the students to relate Tyler’s silly mistake to any similar mistakes that they have made. “What happened?” “How did you cope?” “How did you feel?”
•	Encourage the students to “unpack” the narrative structure of the story so that they can relate it to their own writing: “What is the orientation of the story?” “What is the situation?” “What is the resolution?”
•	Get the students to identify some of the features of narrative writing by pointing to examples from the story, (for example, the use of dialogue, the use of past tense, the use of repetition, the use of humour, and the use of colloquialisms). “Why do you think the writer uses these features?” “What do they add to the story?”

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Poetic Writing Presenting Using Texts	<ul style="list-style-type: none"> rework a story as a play, focusing on dialogue; use verbal and visual features to convey ideas about a character. 	<ul style="list-style-type: none"> in pairs, rewrite the story as a play, using as much of the dialogue in the story as possible and incorporating Tyler’s thoughts. They could rehearse their play and present it to the group.
Poetic Writing • processing information	<ul style="list-style-type: none"> record details of imaginary events; write a personal letter, fax, or email, using the conventions appropriate to the genre. 	<ul style="list-style-type: none"> pretend to be Tyler and write a letter, fax, or email to Dad, describing what she, Mum, and Ramari did during the week. They should use the conventions appropriate to the text type they choose.
Poetic Writing • thinking critically • exploring language	<ul style="list-style-type: none"> structure a narrative around the concepts of orientation, situation, and resolution; use some of the features of narrative writing. 	<ul style="list-style-type: none"> write a narrative around any silly mistake that they have made. Remind them to provide an orientation, situation, and resolution for their narratives. They could use some of the features of narrative writing that this writer uses.

Links with Other *School Journal* Titles

“My Dad’s a Driver” 1.1.89; “Namaste” 1.2.98

Journal Search Categories

Parents

Cross-curricular Links

Mathematics: Measurement

Associated Websites

BBC Education: Snapdragon: Tell the Time

www.bbc.co.uk/wales/snapdragon/yesflash/time-1.htm

Unit 14: Section One: Telling the Time

www.ex.ac.uk/cimt/mepres/book7/bk7i14/bk7_14i1.htm

Can Teach: Songs and Poems: Good Morning

www.canteach.ca/elementary/songspoems68.html

Telling the Time

www.esl.about.com/library/beginner/blabsolute_19.htm

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Grandma's Garden

By Carol Geissler

Overview

This piece of personal experience writing poignantly conveys how Leo and his mother cope with the death of Leo's grandma by creating a very special garden. The garden comes to represent all that Leo recalls about his grandma.

Features to Consider in Context

•	The structure of the text as a good example of personal experience writing; exploring moments of a child's significant experience through an extended metaphor (the development of a garden)
•	The engaging beginning (the grief) and the satisfying end (coping with the grief)
•	The positive portrayal of a mother-child relationship
•	The use of details as clues to both Leo's and his mother's memories of Grandma and their own feelings, for example, "boysenberry ice cream", "roses and pansies, daisies and daffodils", "colourful shells", "cowboys and Indians", "feathers from a seagull"
•	The use of evocative language, especially verbs, for example, "raked", "patted", "smoothed", "dragged" and adjectives, for example, "smiley blue eyes", "soft, wrinkly cheeks"
•	The use of repetition for effect ("They planted They sowed They raked")
•	The use of varying sentence lengths for effect.

Readability

Noun frequency level: 8–9 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' experience of dealing with death and grief, both in authentic and imaginary contexts. Be particularly sensitive to any students who have experienced a recent sadness involving grandparents.
•	The students' understanding of metaphors and what these can convey about situations and relationships
•	The students' prior experience of reading closely for authors' clues
•	Words that some students may find challenging: "hoeing", "roses", "pansies", "daisies", "daffodils", "sowed", "raked", "placed".

Introducing Students to the Text

•	dealt with it in their own lives. This could relate to death, divorce or separation, moving away from a friend, or even the loss of a pet or favourite object. Be sensitive to any recent student experiences that you know about. “Can you think of any times when you felt sad because you’d lost something or because someone had died or gone away?” “How did you feel?” “How did you cope with this situation?” “Did you do anything special to cope with it?”
•	Share the purpose for reading. Tell the students that they will find out how Leo and his mother cope with Leo’s grandmother’s death. “What clues might the title of the story give us about this?”

During the Reading

•	<p>Ask the students to read up to “... remembering made Mum cry”. Discuss what these paragraphs tell the reader about Leo and his mum.</p> <ul style="list-style-type: none"> • “What is it that Leo has lost?” • “How did he and Mum feel about this loss?” “What clues does the author give us?” • “What do we learn about Leo’s relationship with his mother from these paragraphs?”
•	<p>Ask the students to read to “... boysenberry had been Grandma’s favourite”. Discuss what Leo and Mum decide to do.</p> <ul style="list-style-type: none"> • “What did Leo and his mum decide to do?” • “Why do you think they decided to do this?” • “How did they go about it?” • “Why do you think they deserved an ice cream?” Encourage the students to go beyond the fact that Leo and his mum had worked hard to an understanding that they were feeling more positive. • “What does Leo’s choice of ice cream flavour tell us about his feelings for his grandma?”
•	<p>Ask the students to read up to “... We’ll have to be patient”. Discuss this section.</p> <ul style="list-style-type: none"> • “Why couldn’t they plant the garden straight away?” • “What happened while they were waiting for the rain to stop?” • “Why do you think Leo wanted to put flowers in the garden?” • “Why did Mum say that they had to be patient?”

•	Ask the students to read to the end of the story. Discuss what happens.
	• “Why do you think Leo wanted to put his treasures in the garden?”
	• “Why do you think he put those particular treasures (‘colourful shells’, ‘cowboys and Indians’, ‘feathers from a seagull’) in the garden?”
•	• “Why do you think Mum said, ‘It’s a very special garden?’”
•	Ask the students to look back to the first two paragraphs. “What links are there between those paragraphs and the last two lines of the text?” (Mum “didn’t smile much”, but at the end “she smiled”.) “What does this suggest has happened to Leo and his mum?”

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to summarise what Leo and his mum did to cope positively with Grandma’s death. Graph the emotional journey that they took from “very sad” to “content”.
•	Ask the students to identify the clues to characterisation that the author gives us, for example, Leo’s consideration of his mum’s feelings, his choice of ice cream flavour, and Mum’s friends visiting.
•	Discuss what makes the text an effective piece of personal experience writing. Make sure that the students have an opportunity to identify:
	• the use of metaphors (the garden and what is planted in it);
	• the use of detail as clues to emotions and characterisation;
•	the use of evocative verbs and adjectives.
•	Ask the students to discuss how all the above features provide impact in the writing.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Poetic Writing • thinking critically Presenting	• use verbal and visual features to communicate ideas.	• design a commemorative garden for a special person, including particular treasures, and write an explanation of why they selected the treasures.

<p>Poetic Writing</p> <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • write a thoughtful, clear description. 	<ul style="list-style-type: none"> • write a description of how they imagine Leo and his mum's garden will look like in springtime, after it has grown for three months, including Leo's treasures in the description.
<p>Personal Reading</p> <ul style="list-style-type: none"> • thinking critically <p>Interpersonal Speaking</p>	<ul style="list-style-type: none"> • respond thoughtfully to characters' reactions in a range of written texts. 	<ul style="list-style-type: none"> • undertake some personal reading on other texts that deal with grief or loss; refer to the journal list below for this; • discuss with a buddy how characters in those texts deal with grief or loss.

Links with Other *School Journal* Titles

“Flowers” 4.1.91; “Grandad’s Shed” 1.2.95; “My Grandma” The Wockagilla_(JYPW 1999); “Seven Roses” 2.4.84; “Nana’s Story” 2.1.03

Journal Search Categories

Death

Feelings

Grandmother

Grief

Interaction

Cross-curricular Links

Health and Physical Education: Mental Health

Teacher Reference: Curriculum in Action: Change, Loss, and Grief

Associated Websites

Grandma’s Garden

www.k12.hi.us/~lpasc218/poem.html

Creating a Garden Memorial

<http://dying.about.com/library/weekly/aa052898.htm>

Mental Health Foundation

www.mentalhealth.org.nz

Kathleen McCue, 1995 – Helping Children Cope with Loss

www.otago.ac.nz/Web_menus/Dept_Homepages/CIC/papers/McCue.html

When Grief Hits Home

www.parentscentre.org.nz/babies_and_preschoolers/2-4yrs/c-grief_hits_home.htm

Children – Traumatized

http://home.earthlink.net/~hopefull/TC_children-traumatized.htm

Helping Children Cope with Loss

www.nmha.org/reassurance/childcoping.cfm

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Ko Tēnei Te Whare

By Moira Wairama

Overview

This short poem simply but evocatively expresses a feeling of love. It is written in both te reo Māori and English. It should be read primarily for enjoyment.

•	Undertake a shared reading of the poem in both te reo Māori and English. Even if the students have little background in te reo Māori, it should be read for appreciation of both the content and the sound of the language.
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Focus for Discussion

•	Discuss what makes this an effective poem. Emphasise its simplicity and evocative expression of a feeling.
•	Encourage the students to discuss the question: “Why might someone want to see someone else through an open window?”
•	Encourage the students to write their own poem using the features of this poem. It should be four lines long, feature a central object, and express a positive feeling for someone else.

Links with Other *School Journal* Titles

“Nanny and Koro” 1.4.92

Associated Websites

Moira Wairama and Tony Hopkins

<http://storytelling.org.nz/moira.htm>

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Watch This Space!

By Bill O'Brien

Overview

Beside State Highway 88, near Dunedin, stood some drab, grey, concrete walls. This article describes how a group of children joined with a local artist to decorate the walls with a colourful mural. Their work was so successful that now they are going to create a mural for their school.

Features to Consider in Context

•	The structure of the text as an explanation with the following characteristics:
	• the introduction that gains the readers' interest by vividly setting the scene: "There's lots of traffic along State Highway 88, near Dunedin. Hundreds of cars, buses, and logging trucks use it every day"
	• the conclusion that links back to the introduction: "Everyone driving past the mural on State Highway 88 would agree"
	• the use of the present tense to give a sense of immediacy and the past tense for reporting
•	• the use of questions to draw the reader into the text
•	The inclusion of dialogue within an explanation, which intensifies the "human interest" element of the article.

Readability

Noun frequency level: 8–9 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' prior experience of reading and understanding explanations
•	The students' capacity to envisage the scene both before and after the painting
•	The students' understanding of environmental issues, that is, why people would want to beautify a state highway
•	Words and concepts that some students may find challenging: "crumbling", "drab", "upgrade", "professional artist".

Introducing Students to the Text

•	environment that is drab and needs beautifying?” “Why does it need beautifying?” “How would people benefit if it was beautified?” “How could it be beautified?” “How would you go about it?” Ask the students to brainstorm ways that children could be involved in this process.
•	Share the purpose for reading. Tell the students that they will find out why and how a group of children got involved in beautifying a drab section of their local environment.

During the Reading

•	Carry out a shared reading of the first two paragraphs, discussing any words or concepts that the students find challenging. Ask the students to describe the area that needs to be beautified. “Why do you think it needs to be beautified?” “How could you go about this?”						
•	Ask the students to read up to “... could paint the children’s drawings onto the wall”. Check that they understand the concept of a “professional artist”. Ask them: <table border="1" data-bbox="798 940 1449 1160"> <tr> <td>•</td> <td>“What did the local people want to do to beautify the area?”</td> </tr> <tr> <td>•</td> <td>“Why was this not immediately possible?”</td> </tr> <tr> <td>•</td> <td>“What did they do to solve the problem?”</td> </tr> </table>	•	“What did the local people want to do to beautify the area?”	•	“Why was this not immediately possible?”	•	“What did they do to solve the problem?”
•	“What did the local people want to do to beautify the area?”						
•	“Why was this not immediately possible?”						
•	“What did they do to solve the problem?”						
•	Ask the students to read up to “... sea views in his drawing”. “Why do you think Paddy and Declan made the drawing choices that they did?”						
•	Ask the students to read up to “If she couldn’t wave, she smiled”. Ask them to describe the process that Janet went through to create the mural. “What do you think you would like about the mural? What would you not like about it?”						
•	Ask the students to read up to the end of the article. “Why do you think the children are proud of the mural?” “What are they going to do that indicates that they are pleased with their work?”						
•	Ask the students to work out how the last two paragraphs link with the first two paragraphs. (State Highway 88 and the concrete walls provide the most explicit links.)						

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to recall the main steps of the mural-creation process to see if they have understood the sequence and reasoning correctly. You may want to record this as a flow chart.
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•	Ask the students to try and work out some of the features of a written explanation that indicates “Why?” and “How?” from this example. This might include the use of sequence, the use of details, links between the introduction and the conclusion, and the use of both past and present tense.
•	Discuss what the students found out about the beautification or mural-creation process and how they could apply it to their own lives.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Transactional Writing • thinking critically Presenting • processing information	• write a persuasive letter, using the conventions of letter writing; • use visual features to communicate ideas.	• select a beautification project that needs to be undertaken in your area. It might be something around the school; • write a persuasive letter to an appropriate person identifying a beautification project that needs to be undertaken in the local area and outlining how and why it should be carried out. The letter could be accompanied by a flow chart and drawings.
Presenting • thinking critically	• use visual features to communicate ideas.	• design a mural for a place that needs beautifying in the local area. The mural should have visual impact and include items that reflect the area in some way.

Links with Other *School Journal* Titles

“Blue Fish on the Footpath” 2.2.92

Journal Search Categories

Art

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Cross-curricular Links

Social Studies: Place and Environment

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Associated Websites

Art and Artists of New Zealand

www.nzgallery.co.nz/index.htm?artists/Bio.asp?artistid=9~mainframe

Vision Art – Port Chalmers New Zealand

http://home.clear.net.nz/pages/lewing/visionart/Exhibition_2001/Exhibition_2001.htm

Janet de Wagt: Artists Profile

www.otagoartsguide.co.nz/artists/Janet_de_Wagt.html

Education Center Activity: Storyland Mural

www.eduplace.com/rdg/gen_act/story/mural.html

Mural

www.standrcp.fsnet.co.uk/mural.htm

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