

Dolby the Dragon and the Pencil Case Baddies

by Lorraine Williams

Overview

When the Pencil Case Baddies arrive, an unlikely class member saves the day. In the process, Ben learns a lesson about bullies. Students will enjoy the fantasy in this play, which takes place in a familiar setting.

Features to Consider in Context

•	The conventions of a play: a list of characters in capital letters, stage directions in italics, directions for specific characters in parentheses, and dialogue for each character
•	The use of simple sentences and contractions to give a conversational tone to the dialogue
•	The use of ellipses to signal a pause
•	The use of capital letters and bold print, indicating volume and emphasis.

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' familiarity with the format of a play
•	The manageable length of the text
•	The familiar classroom setting
•	Words that some students may find challenging: "shyly", "bully", "snarling", "huddles", "sobbing", "wailing", "glares", "coughing", "gasping", "enters".

Introducing Students to the Text

•	Ask the students what things they do to welcome new classmates.
•	"How do people feel when others are mean to them?" Ask the students to think, pair, and share their own experiences.
•	Introduce the title and the list of characters.
•	Tell the students that some characters in the play are bullies and ask them to predict who they think might be the bullies.
•	Share the purpose for reading. "We'll read the text to find out who the bullies are and how one character in particular learns a lesson about being a bully."
•	Ask the students to read the play silently to "The class huddles at the back of the stage" to check their predictions.

During the Reading

•	Check the students' predictions about the bullies. "How do you know these characters are bullies?" "What words and actions tell you?"
•	"Dolby is new to the class. How do you think he says hello?" Discuss this and then refer the students to the stage direction.
•	"How would Ben say 'Annie loves Dolby!?' How do you know?" (page 20).
•	"What about Weasel, Claw and Sally? How do you know how they say their lines? Let's try that" (page 20).
•	Ask the students to read to the end of the play and find out what happens to the bullies.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss the students' responses to the text and particularly to what happens to the bullies.
•	"What words tell you Ben has learned his lesson about bullying?"
•	Ask the students to turn to page 21 and find Ben's lines. Ask them to say Ben's lines in pairs, referring them to the stage directions. Repeat this procedure for "WEASEL (coughing)" and "CLAW (gasping)". You may also like to draw the students' attention to Dolby's lines on page 22.
•	"Would any costumes or props be needed for this play?" List the students' responses.
•	Discuss the characteristics of successful play reading: following cues, fluency, expression, and maintaining pace.
•	Allocate roles and ask the students to practise reading the play to develop pace, fluency, and expression.

Links with Other *School Journal* Titles

"Michael and the Boy" 3.1.89; "A New Friend" 2.1.98; "Tales" 1.3.87 (tape 89105, side 2)

Journal Search Categories

Health

Interaction

Relationships

Schools

Cross-curricular Links

Health and Physical Education: Mental Health

Associated Websites

No Bully

www.police.govt.nz/service/yes/nobully

Keith Sullivan's Anti-bullying Website

www2.vuw.ac.nz/education/anti-bullying/theanti.html

Bully Online

www.successunlimited.co.uk

Bullying.org – Where You Are Not Alone!

www.bullying.org

copyright © Crown 2003

Fruit Salad Art

article and photographs by Jan Maguiness

Overview

This short article describes how to use fruit as a basis for artworks. The article could also be used with older children.

Features to Consider in Context

•	The structure of the text as a recount
•	The use of the past tense
•	The use of action verbs, for example, sliced, used, washed
•	The use of mainly compound sentences
•	The use of punctuation: commas to break up a list, the dash, an exclamation mark, and a question mark
•	The use of an asterisk to indicate a footnote.

Readability

Suggested level: 7–8 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 experiences and knowledge of art techniques
•	The students' familiarity with a range of fruit
•	The photographs that accompany the text
•	The manageable length of the text
•	Words that some students may find challenging: "tamarillos", "patterns".

Introducing Students to the Text

•	Refer to the title. Ask the students what this article might be about. "How is fruit salad prepared?"
•	Use this discussion to introduce the names of the fruit mentioned in the article. Ask the students to predict how this fruit could be used in art. Think, pair, and share the students' predictions.
•	Distribute the Journals. Share the purpose for reading with the students, asking them to view the photographs and read the article silently to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students' predictions about how the fruit was used in art.
---	--

•	“The class in the article is learning about fruit and vegetables. They’re not sure whether a tomato is a fruit or a vegetable. Where could the class have found further information? How do you know?”
•	Ask the students what they know about fruit and vegetables. List the students’ responses on a chart under the headings of Fruit and Vegetables.
•	Refer to the article “Tomato – Fruit or Vegetable?” in <i>Connected 2 2000</i> and discuss the table on pages 24 and 25.
•	“What do you notice about the ending of ‘Fruit Salad Art’?” You could use this discussion to make links to the students’ writing.
•	Draw the students’ attention to the use of commas in the third sentence and ask the students why they are used. (They are used to break up a list.)

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>
Listening to Texts or Personal Reading • thinking critically • processing information	• clarify and question meanings in text.	• listen to or read for themselves the article in <i>Connected 2 2000</i> – “Tomato – Fruit or Vegetable?” • then create five questions to ask others in the group.
Interpersonal Listening Interpersonal Speaking • thinking critically	• listen and respond to others; • converse in a group.	• in pairs, discuss whether sweetcorn is a vegetable according to the definitions given in the <i>Connected</i> article; • then play a game in pairs, “Fruit, Vegetable, or Animal?”. Each player can ask up to twenty “yes/no” questions to identify the mystery object.
Close Reading • processing information	• identify relevant information.	• do the activity in this <i>School Journal</i> article as described or using other media.

Links with Other *School Journal* Titles

“Make a Face” 1.2.99; “Not Just for Eating” 1.3.98; “Patterns from Fruit” 1.1.95

Journal Search Categories

Activities

Natural Science

Cross-curricular Links

The Arts: Visual Arts

Science: The Living World

Mathematics: Geometry

Associated Websites

TKI – The Arts Community: Visual Arts: Level 2: Close-up Plant Study

www.tki.org.nz/e/arts/visarts/visarts_L2/visarts_L2_A3_pa.php

Welcome to the Incredible Art Department!

www.princetonol.com/groups/iad/lessons/middle/StillLifeFruit.html

High School Art Lessons!

www.princetonol.com/groups/iad/lessons/high/high9.html

copyright © Crown 2003

Ina Joins In

by Maria Samuela

Overview

This story tells how Ina relates to her Cook Islands culture and overcomes her shyness and homesick feelings on her first day at a new school. You may decide to take two guided reading sessions for this story.

Features to Consider in Context

•	The structure of this text as a narrative, which is also a recount
•	The narrative style in the third person
•	The use of the past tense
•	The use of action verbs, for example, “shot”, “raced”, “practised”, “shrugged”
•	The chronological ordering of the paragraphs with cohesion provided by linking words of time, for example, “After interval”, “At lunchtime”, “After lunch”, “Soon”, “Next”, “Finally”
•	The use of direct speech
•	The use of ellipses and italics
•	The use of colloquial language, for example, “Okay?” and “C’mon”.

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 experiences and knowledge of Pasifika cultures
•	The students’ prior experiences of moving to a new school
•	The length of the text
•	A range of proper nouns relating to places and people
•	The use of the abbreviation “Poly” for “Polynesian”
•	Words that some students may find challenging: “settled”, “embarrassed”, “Polynesian Warriors”, “Prime Minister”, “practised”, “startled”, “shrugged”, “burst”, “performing”, “powerful”, “chant”, “nervous”, “ukulele”, “recognised”.

Introducing Students to the Text

•	Introduce the title and some of the vocabulary, explaining that Ina, who is from Rarotonga, is a new pupil at Cannons Creek School. Locate Rarotonga and Wellington on a map to show the students how far Ina has come.
---	---

•	Ask the students if anyone has had the experience of starting at a new school and allow them to think, pair, and share their experiences.
•	Ask the students to predict how Ina might be feeling and list their responses on a chart. “How might Ina act?” “How would you know how Ina was feeling?”
•	Share the purpose for reading the text. “We’re going to find out how Ina is feeling and how she acts in this new situation.”
•	Ask the students to read silently to “... or they laughed at her” and find two examples of how Ina is feeling.

During the Reading

•	Identify with the students some examples of Ina’s reactions in the new classroom situation.
•	Check the list of the students’ predictions with what has happened so far in the story.
•	Ask the students to read silently on to “We’re the Cook Islands dancers” to locate further examples of Ina’s feelings and behaviours. Ask them to be ready to share relevant parts of the text.
•	Ask the students to use a think, pair, and share technique to share the examples from the text.
•	Ask the students if there were any “tricky” parts in the text and discuss or role-play words such as “startled” and “shrugged”.
•	Discuss “Polynesian”, “Poly”, and other equivalent words, such as “Pasifika”. Ask the students who might be represented in the “Poly Club” and use the illustrations to introduce the relevant vocabulary.
•	Set a purpose for reading to the end of the story. Ask the students to predict what Ina will do at the Poly Club.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students’ predictions with what happens in the story and discuss how Ina might feel the next day at school. Make reference to the title.
•	Ask the students if this story reminds them of any others they have read.
•	Discuss the various groups’ performances and the dances and music involved. Ask the students to mime some of the movements, for example, swaying their hips, flapping their legs and arms, and demonstrating haka movements.
•	You may wish to select a teaching point from the Features to Consider in Context that relates to the structure of the text, for example, asking students, in pairs, to locate some linking words of time in the paragraph beginnings.

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>
Personal Reading	<ul style="list-style-type: none">• select texts and read for enjoyment.	<ul style="list-style-type: none">• read other stories with a similar theme.
Listening to Texts	<ul style="list-style-type: none">• listen with enjoyment.	<ul style="list-style-type: none">• listen to and respond to Pasifika music.
Using Texts	<ul style="list-style-type: none">• recite or read aloud, informally and for an audience.	<ul style="list-style-type: none">• learn and perform simple action songs and chants from Pasifika cultures.

Links with Other *School Journal* Titles

Polynesian Dance Festival (SJSL); Kapa Haka Diary (SJSL); “Soda Bread” 2.1.99; “Lete’s Dream” 1.1.02; “Rugby with a Jandal” 1.1.01; “As Fast as the Wind” 2.2.01

Journal Search Categories

Dancing

Musical Instruments

Pacific Islanders in New Zealand

Polynesians

Cross-curricular Links

Health and Physical Education: Mental Health

Social Studies: Culture and Heritage

The Arts: Dance, Music

Associated Websites

Welcome to Cannons Creek School

<http://sites.tki.org.nz/cannonscreek>

Photo Page (Rarotonga Schools Culture Festival)

www.cinews.co.ck/Photo%20Gallery/Pictorial.htm

The Heart of Polynesia – The Cook Islands:

www.ck/index.html

8–18 Media – New Kids in School

www.upcmkids.org/818newkids.htm

Koru

by Junior Class, Lake Rotoiti School

Overview

This short poem uses several similes to compare the koru pattern with other elements in nature.

•	Ask the students where they have seen koru patterns.
•	“What does the koru look like?” The students could quickly sketch the koru, or you could show them some pictures.
•	“What does the koru pattern remind you of?” Ask the students to liken it to something in nature and record their responses in a list: The koru looks like _____. The koru looks like _____. The koru looks like _____.

If necessary, tell the students that this is a list of similes.

Introduce the Poem

•	Ask the students to close their eyes and visualise the things in nature that the koru is compared to as you read the poem aloud to them.
•	Compare the images in the poem with the list made by the students.
•	Read the poem again and ask the students to listen for the verbs that tell how the koru moves.
•	In a final reading of the poem, the students could mime the movement of the koru as it spins, swirls, and curls.
•	If they wish, the students could replace the verb “looks” in their list with interesting verbs of their own and complete each verse to create their own poem.

Associated Websites

Virtual New Zealand – Koru

www.vnz.co.nz/photos/flora/koru.shtml

copyright © Crown 2003

Patterns in Wood

by Materoa Tangaere

Overview

This short article would be useful prior to a marae visit or when studying Māori art. It would be best to use a shared reading approach.

Features to Consider in Context

•	The considerable number of Māori words
•	The use of simple sentences and repeated sentence structures
•	The highlighting of Māori words in bold print.

Readability

Suggested level: 7–8 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 knowledge of Māori art
•	The photographs that accompany the text
•	The use of repetition
•	The manageable length of the text.

Introducing Students to the Text

•	Relate the reading to the students' experiences and knowledge of Māori art. You could ask them about previous marae or museum visits or use pictures from the resource <i>Ahua Iwi Māori – Images of Māori</i> (published in 1993 by Learning Media for the Ministry of Education).
•	Share the purpose for reading the text. Explain to the students that they are going to do some shared reading and view photographs closely to look at carving patterns and relate them to the natural world they come from. "We're going to look carefully at parts of the carvings to see what they represent."
•	Distribute the Journals, direct the students to the Contents page, and ask them to locate the title they think the article will have.

During the Reading

•	Use a shared reading approach. Allow the students time to respond to the meaning and ideas represented in the photographs of the carvings.
---	--

After the Reading: Responding to the Text

Possible focuses for discussion

•	examples from the text and discuss the ideas the carvings represent. “What does this carving represent?” “Can you find the part in the text that tells you?” “I wonder why the carver chose that?”
•	Ask the students if they notice any familiar patterns in the carvings.
•	Refer again to the two examples of carvings discussed earlier. Use a think, pair, and share technique to discuss what the students notice is the same about them and what is different. Chart the characteristics of the two carvings. “What is the same?” “What is different?”

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>
Viewing Interpersonal Listening Interpersonal Speaking • thinking critically	<ul style="list-style-type: none"> • respond to meaning and ideas; • listen to others and converse. 	<ul style="list-style-type: none"> • in pairs, compare and contrast the patterns in two of the carvings; • explain to the other members of the group how the patterns are the same or different.

Links with Other *School Journal* Titles

“Not Just a House” 1.2.01; “I Kite Au” 1.2.01

Journal Search Categories

Carving – Māori

Wood

Cross-curricular Links

The Arts: Visual Arts

Social Studies: Culture and Heritage

Associated Websites

Maori Carving Information

www.maori.org.nz/whakairo/index.htm

Maori Treasures

www.maoritreasures.com/konae_aronui/carve.htm

Ngā Taonga a Hine-te-iwa-iwa

www.craftinfo.org.nz/gallery/text/maori_carving.htm

TKI – The Arts Community: Visual Arts: Level 3: Poupou

www.tki.org.nz/e/arts/visarts/visarts_L3/visarts_L3_A6_pa.php

copyright © Crown 2003

The Best Skateboarder in the School

by Philippa Werry

Overview

Jamie skites that he is the best skateboarder in the whole school, but ingeniously manages to avoid demonstrating his prowess to his sceptical classmates. In spite of this, he appears to have convinced his audience when they relate his feats back in the classroom. Because of the length of the text, you may decide to spend two sessions reading and discussing this story with a group.

Features to Consider in Context

•	The first person narration
•	Dialogue between characters that includes simple sentences and contractions to give a conversational tone
•	The conventions of direct speech
•	The use of simple and compound sentences
•	The use of italics and capital letters for emphasis
•	The use of repetition for humorous effect: “It was someone’s mother, pushing someone’s baby sister ...”.

Readability

Noun frequency level: 7–8 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 familiar playground setting
•	The students’ experiences and prior knowledge of skateboarding
•	The length of the text
•	Words that some students may find challenging: “breath”, “whizziest”, “zoomiest”, “impressed”, “instead”, “groaned”.

Introducing Students to the Text

•	Ask the students if they can remember a time when someone talked or skited about something they could do when in fact they couldn’t. Provide an example if necessary and ask the students to think, pair, and share their experiences.
•	Introduce the title and share the purpose for reading the text. Tell the students that they will read the text to find out if Jamie really is “the best skateboarder in the school”.
•	Ask the students to predict what Jamie could show them on his skateboard and share their predictions within the group.
•	Ask the students to read silently to “A soccer ball bounced down the path” on page 26.

During the Reading

•	Check the students' predictions against what happens in the text.
•	"What reasons does Jamie give for not getting started?" Ask the students to find evidence in the text.
•	"We talked about skiting before. Can you find any parts in the text where Jamie skites?" Look at the very first line. Find another example.
•	"How do Jamie's classmates feel about his claim to be the best skateboarder?"
•	Ask the students to predict what might happen next. Use a think, pair, and share technique.
•	Ask the students to read to the end of the story.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students' predictions against what happens in the text.
•	Discuss the ending of the story. "I wonder why the children told Ms Hunter that Jamie was the best skateboarder." If necessary, direct the students back to the text.
•	"Find the parts in the text on page 27 that make you think Jamie might not want to do the skateboarding."
•	"I wonder why Jamie keeps telling his classmates that he is the best skateboarder in the school."
•	You may wish to select a further teaching point from Features to Consider in Context.
•	The following day, you could ask the students if they think this story would work as a play. Discuss the characters and dialogue. "Who speaks the lines on page 27 from 'Where?' to 'Right there in the middle ...?'"
•	Introduce the idea of using a readers' theatre technique. Distribute photocopies of the story and highlighter pens. Discuss whether a narrator will be needed.
•	Allocate roles and model highlighting just the dialogue – the words that the character speaks.
•	Ask the students to read the story silently, highlighting just the dialogue of their character.

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 • exploring language	• respond to language and meaning in texts.	• change the story into a play, using the techniques of readers' theatre.
Using Texts	• read aloud with expression and fluency.	• practise reading their readers' theatre aloud as a group.

Links with Other *School Journal* Titles

“The Skateboard Ramp” 3.3.95 (tape 95174, side 2); “The Tiger” Junior Journal 21; “What I Did in the Holidays” 1.5.97

Journal Search Categories

Humorous Stories

School

Cross-curricular Links

Health and Physical Education: Physical Activity

Associated Websites

Skateboarding Wipeouts

www.extremewipeouts.com/skate/skate_photo_gallery.htm

Aaron Shephard's RT Page

www.aaronsherp.com/rt

copyright © Crown 2003