

# Camping Holiday

by Philip Waller

## Overview

This delightful tale tells of a typical New Zealand family setting off for a summer camping holiday. All goes well until they discover that the tent is missing.

## Features to Consider in Context

•	The structure of the text as a narrative with an orientation introducing the setting and characters and a series of events which lead to a problem
•	The use of television to contrast everyday life with camping
•	The dialogue, which creates imagery about the different settings
•	The conventions of direct speech
•	The use of repetition of sentence beginnings to create impact
•	The use of quotation marks to denote the title of a game, "I spy"
•	A considerable number of compound words, for example, "doorway", "everyone", "countryside".

## 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' experiences of camping and family holidays
•	The conversational tone of the language used
•	The cultural backgrounds and experiences of the students
•	The subject-specific vocabulary related to camping, for example, "ropes", "pegs", "poles", "gas cooker", "sleeping bag", "torch", "parka", "pocket knife"
•	Words and concepts that some students may find challenging: "packed to the brim", "whistled", "scratched his chin".

## Introducing Students to the Text

•	Ask the students if they have ever been camping. Use a think, pair, share technique for this discussion.
•	Introduce the title of the text and explain that this is a story about a family's camping holiday.
•	Use visual representation, for example, drawing a tent, to promote discussion and introduce the subject-specific vocabulary.

•	Ask the students to predict the pluses and minuses about camping. Record their responses on a prepared chart.
Positive (+)	Negative (-)
•	Share the purpose for reading the text. “We’re going to read this text to check our predictions and find out what particular problems this family has.”
•	Ask the students to read to “And no TV,” smiled Mum.”

### During the Reading

•	Check the students’ predictions against what happens in the text.
•	“What does this family like about camping?” “What do they dislike?” Add the students’ responses to the chart as appropriate.
•	“Which words in the text tell you they took a lot of gear with them?”
•	Ask the students to read to “and we don’t mind.” How are the family feeling about their holiday? How do you know?
•	Ask the students to read silently to the end of the story to see what other pluses and minuses there are for this family.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Discuss the problem the family had, recording it on the chart as the discussion proceeds. “Has anything like this ever happened to your family?”
•	“Why do you think Dad forgot the tent?” “Which words make you think that?”
•	How do you think the family felt about the way their holiday turned out?
•	Reread the sections of the text to the students where the sentence beginnings are repeated on page 30. “I wonder why the writer decided to start these sentences all the same, with the word ‘Out’?” “Does he do this again?” “Why?” “Do you think this works?”
•	Ask the students to agree or disagree with the narrator’s statement “Everyone needs TV” and to state reasons for their opinion.
•	You may wish to focus on the use of direct speech. Using photocopies of the text, allocate roles to the students and ask them to highlight 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.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Close Reading Personal Reading • exploring language • thinking critically	• read with fluency and expression; • respond to language and meaning in text.	• as a group, practise reading the dialogue as a readers' theatre.
Transactional Writing • thinking critically	• record ideas and opinions and be able to give evidence to support different opinions.	• as a group, make a "for and against" chart using the heading "Everyone Needs TV".
Close Reading • thinking critically • exploring language	• explore choices made by writers.	• read the poem "I Hate Camping!" in this journal and discuss with the teacher the use of repetition for impact.

## Links with Other *School Journal* Titles

"The Great Outdoors" 2.2.90; "Port Waikato School Camp" *The Secret Lake* (JYPW 1995); "At Our Beach House" *Junior Journal 16*

## Journal Search Categories

Camping

Outdoor Pursuits

## Cross-curricular Links

Health and Physical Education: Outdoor Education

## Associated Websites

Let's Go Camping! – Unit Plan (English Online)

[http://english.unitecology.ac.nz/resources/units/kamp\\_kapers/home.html](http://english.unitecology.ac.nz/resources/units/kamp_kapers/home.html)

# Digging for Gold

by Jan Maguiness

## Overview

This report looks at Waihi's Martha Mine, explaining a little of its history since its opening in 1878. An impression of the huge size of this mine can be gained from the facts, figures, and accompanying photographs.

## Features to Consider in Context

•	The structure of the text as a report
•	The use of questions to draw the reader in
•	The range of sentence structures: simple, compound, and complex
•	The mixture of past, present, and future tenses
•	The subject-specific vocabulary associated with mining
•	The use of commas for a range of purposes.

## 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' knowledge of metals and mining
•	The photographs, which convey information and support the text
•	The manageable length of the text
•	The proper nouns associated with place names
•	Complex concepts of measurement associated with length, weight, and time
•	Words and concepts that some students may find challenging: "treasures", "shafts", "surface", "recently", "collapsed", "fortunately", "tonne".

## Introducing Students to the Text

•	Use the opening questions in the text to activate the students' prior knowledge. Use a think, pair, and share technique for this discussion.
•	Introduce the title and ask the students what they know about gold mining in New Zealand. Introduce some of the subject-specific vocabulary during this discussion. Clarify the students' understanding of what a mine is.
•	Use a prepared Know, Want to know, Learned (KWL) chart and list the students' responses in the "K" column.

•	Tell the students the article is about the Martha Mine at Waihi in the Coromandel. Locate these places on the map and share any experiences the students may have had when visiting these places.
•	Share the purpose for reading the text. “We’re going to think of some questions about the Martha Mine and read the text to see if we can locate the answers.”
•	Ask the students to each think of a question about the Martha Mine and list their questions in the “W” column on the chart.
•	Ask the students to read silently to “Then the rock was crushed to remove the gold and silver”.

### During the Reading

•	“Has anyone found answers to their questions?” “Which words tell you?”
•	Chart the students’ responses in the “L” column of the chart. “Have we learned anything else?”
•	Ask the students to look carefully at the photographs. “What can you learn from these?” Chart the appropriate responses in the “L” column of the chart.
•	“How far is 175 kilometres from here?” The students could suggest a place approximately 175 kilometres away to get an idea of the distance covered by the tunnels.
•	Ask the students to read to the end of the article to see if they can answer their questions or learn new information.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Discuss what the students have found out and complete the KWL chart.
•	Ask the students to read the last paragraph again to find out what the future plans for the Martha Mine are. Split the group into three to brainstorm pluses, minuses, and interesting aspects of the future plans.
•	Chart the students’ responses on a prepared PMI (plus, minus, and interesting) chart.
•	Discuss with the students the problems that may be caused by the size of the pit. “How could these be overcome?”
•	Ask the students to imagine they are sitting at the dining table in their house at Waihi when an underground tunnel under their house gives way. “What do you see?” “What can you hear?” “What do you feel?” “What are you going to do?” Give the students the opportunity to pair and share their ideas.

## Suggested Activities

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

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Close Reading • processing information	• read to find information on specific topics.	• use the Internet or other resources to locate answers to the questions or further information about the Martha Mine.
Viewing • thinking critically	• combine words and images to communicate ideas.	• write captions for the photographs (you may wish to photocopy the photographs).
Interpersonal Listening Interpersonal Speaking • thinking critically	• interact and co-operate with others in a group to complete a task.	• discuss ways to gain a clearer concept of the size of the Martha Mine for example, by comparing the predicted size of the mine pit with the measurements of the school field.

## Links with Other *School Journal* Titles

“The Biggest Hole in the World” 1.2.95

## *Journal Search* Categories

Gold Mines and Mining

## Cross-curricular Links

Science: Making Sense of Planet Earth and Beyond

Mathematics: Measurement

## Associated Websites

Martha Mine

[www.marthamine.co.nz](http://www.marthamine.co.nz)

NZMIA– Welcome

[www.minerals.co.nz/html/index.html](http://www.minerals.co.nz/html/index.html)

Waihi Museum and Art Gallery

[www.waihimuseum.co.nz](http://www.waihimuseum.co.nz)

Barb Wired

[http://english.unitecology.ac.nz/barbwired/read\\_story.html?story=features/TheHoleyCity](http://english.unitecology.ac.nz/barbwired/read_story.html?story=features/TheHoleyCity)

# Fast Feet

by Lisa Fuemana-Foa'i

## Overview

Esela is the fastest eight-year-old runner in the whole school, and his friend guarantees that, with his brand new label running shoes, he will run even faster. But Esela discovers on the big day that the shoes make no difference at all.

Year 4 students and above will relate more easily to the concepts in this story.

## Features to Consider in Context

•	The structure of the text as a recount written in the third person
•	The use of the past tense
•	The use of hyphens to join some parts of compound words, for example, “eight-year-old”.

## Readability

Noun frequency level: 7–8 years

Suggested 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 school setting
•	The students' experiences of sports days, family life, and relationships with friends
•	The feelings associated with winning
•	The characters' names
•	Words and concepts that some students may find challenging: “especially”, “label running shoes”, “finally”, “energy”, “guaranteed”, “sucked in”, “serious”, “anxiously”, “glanced”.

## Introducing Students to the Text

•	Ask the students to share their experiences of sports days and cross-country races. “How did you prepare?” “What gear did you need?” “How does it feel to win or to be successful at something?” Use a think, pair, and share technique for this discussion.
•	Introduce the title and the names of the characters.
•	Explain that Esela has some new “label running shoes”. Clarify what this means.
•	Ask the students to predict whether Esela's new shoes will make a difference. “Why?” List the students' predictions with their reasons.
•	Share the purpose for reading. “We're going to read this story to find out if Esela's new shoes make a difference.”

•	Ask the students to read silently to “This was serious”.
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### During the Reading

•	“What do you think will happen next?”
•	“Have you ever been tricked by one of your friends?” “How did that feel?” “Do you think Solomona is tricking Esela?” “What words give you that impression?”
•	Ask the students what they would do in Esela’s situation. “What do you think Esela will do?”
•	“Find the part in the story that makes you think that.”

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Check the students’ predictions with what happens in the text.
•	“Why do you think Esela didn’t wear his new shoes?”
•	You might like to explore further with the students the issue of the value people place on “label gear”.
•	“What do you think Mum was thinking when she watched the race?”

### Suggested Activities

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

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Interpersonal Speaking Listening to Texts • thinking critically	<ul style="list-style-type: none"> <li>represent an experience from another viewpoint;</li> <li>respond to ideas in text.</li> </ul>	<ul style="list-style-type: none"> <li>role-play a conversation between Esela and his mum after the race.</li> </ul>
Viewing Presenting • thinking critically • exploring language	<ul style="list-style-type: none"> <li>combine verbal and visual features to convey information about characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>use a photocopy of the illustrations to create speech bubbles for the characters.</li> </ul>

### Links with Other *School Journal* Titles

“Not Coming Last” 3.1.96; “As Fast as the Wind” 2.2.01

### *Journal Search* Categories

Athletics

Running



## Cross-curricular Links

Health and Physical Education: Physical Activity

## Associated Websites

Teaching Online–Fitness for Life

[www.teachingonline.org/FitnessforLife.html](http://www.teachingonline.org/FitnessforLife.html)

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# The Perfect Breakfast

by Jo Wilson

## Overview

A group of actors are having great difficulty satisfying the producer that they are communicating the message of the TV advertisement effectively. Despite all their efforts, there's a very good reason why they can't be genuinely enthusiastic.

## Features to Consider in Context

•	The conventions of a play: a list of characters provided at the start, the characters' names in capital letters, italics for stage directions with directions for specific characters in parentheses, and dialogue between characters
•	The persuasive language of advertising that uses rhythm, rhyme, and repetition
•	The element of humour
•	The use of bold print for emphasis
•	The repetition of dialogue.

## Readability

Noun frequency level: 9–10 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 watching TV advertisements
•	The students' understanding of the way TV advertisements are made in studios
•	Words and concepts that some students may find challenging: "producer", "production assistant", "introduce", "hairstyle", "cereal", "squished", "average", "definitely", "ghastly", "interrupt", "studio".

## Introducing Students to the Text

•	Discuss with the students any television advertisements they remember really well.
•	"What is it about the advertisement that you remember?" "What makes a good advertisement?" Use a think, pair, and share technique for this discussion. Chart the students' responses.
•	Introduce the title of the play and explain that it is about making a TV advertisement for a new cereal. Ask the students to imagine they are the producer. "What instructions will you give the actors when you are making the advertisement?"

•	Share the purpose for reading. “We’re going to read this play and follow the producer’s instructions to see if it makes an effective advertisement.”
•	Ask the students to read silently to “... put some zing into it. ACTION!”

### During the Reading

•	“Find the part in the text where Chris, the producer, gives his first instruction. What are his next instructions?”
•	“What does Chris think is a good advertisement?” “How does that compare with our views?” Refer to the chart made earlier.
•	“Why do you think the writer has used bold print for some words?” Ask the students to read Angela’s and Chris’s lines to each other in pairs.
•	The actors don’t like the cereal. Ask the students to predict what might be wrong with it.
•	Ask the students to read the rest of the text silently to identify any other instructions and check their predictions about the cereal.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Check the students’ predictions against what happens in the text.
•	“How did the actors feel?” Ask the students to read the reaction of the actors to “Power Pooch Doggie Dinners”.
•	“Let’s read the advertisement aloud together. Does it meet our criteria for a good advertisement?”
•	“What else does the play tell us about what makes a good advertisement?”
•	“Do you always believe what you are told in a TV advertisement?”
•	Re-read Chris’s instruction on page 16, allocate the parts, and ask the students to read the lines aloud with “zing”.
•	“If you were to perform this play, what props would you need?”

### Suggested Activities

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

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Presenting • thinking critically	• use verbal and visual features to communicate ideas.	• in pairs, design eye-catching packaging for Hoola Hoops or Power Pooch Doggie Dinners.

Using Texts	<ul style="list-style-type: none"> <li>• use computer software or video to present a text to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• prepare an advertisement for Hoola Hoops or Power Pooch Doggie Dinners. Video it or use a digital camera to prepare a presentation for the class using a computer presentiaon package.</li> </ul>
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### Links with Other *School Journal* Titles

“A World of Signs” 2.3.89; “I’m SO Hungry” 1.5.97; “No Circulars” 3.2.93; “Porridge” 2.1.95; “What’s for Breakfast?” 3.1.92; “The Worst Has Happened” 2.2.94

### *Journal Search* Categories

Consumer Education

Humorous Plays

### Cross-curricular Links

Technology: Information and Communication Technology

The Arts: Drama

### Associated Websites

Persuading Others – Unit Plan (English Online)

<http://english.unitecnology.ac.nz/resources/units/persuading/home.html>

YouthLearn – An Introduction to Making Videos

[www.youthlearn.org/learning/activities/multimedia/video.asp](http://www.youthlearn.org/learning/activities/multimedia/video.asp)

TV Food Messages and Children’s Diets

[www.medialit.org/reading\\_room/article145.html](http://www.medialit.org/reading_room/article145.html)

# The Tame Eels of Anatoki

by Angie Belcher

## Overview

This article provides information about New Zealand long-finned eels. It describes in particular the tame eels in the Anatoki River near Takaka.

## Features to Consider in Context

•	The structure of the text as a report, including a classification (“New Zealand long-finned eels”), descriptions of eels’ physical characteristics, location, and behaviours, and a final summarising statement
•	The use of the present tense
•	The use of questions in the first paragraph to involve the reader
•	The use of commas
•	The illustration superimposed on a photograph.

## 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’ knowledge and experiences of eels
•	The photographs that accompany the text
•	The proper nouns (place names and a person’s name)
•	The students’ concepts of measurement involving length, weight, and time
•	Words and concepts that some students may find challenging: “stroke”, “ledges”, “long-finned”, “metres”, “kilograms”, “protected”, “harm”, “occasionally”.

## Introducing Students to the Text

•	Ask the students if they have seen eels before. Use a think, pair, and share technique to discuss experiences within the group.
•	“What do we know about eels?” Chart the students’ responses.
•	Introduce the title. Ask the students if they think this text will be a story or an article. “Why?”
•	“I wonder why the eels are tame.” Ask the students to predict how this could happen.
•	Share the purpose for reading. “We’re going to read this text to check our predictions and to find out more information about eels.”
•	Ask the students to read silently to “... many people visit them and feed them”.

## During the Reading

•	Check the students’ predictions against what happens in the text.
•	“What are the characteristics of articles?” Chart the students’ responses if appropriate.
•	Clarify why the eels are tame.
•	Locate Takaka and the Anatoki River on a map.
•	Ask the students to finish reading the article to see if they can find more information about eels.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students what new information they now know about eels. “What evidence is there in the text for your views?” Enter their responses on the chart begun in the introduction.
•	Explain that this article is a report. Draw up the chart below with headings and ask the students to consider all the information they now have. Model how to locate the information under the relevant heading.
•	Allocate the headings and ask the students to work in pairs to identify the information appropriate for the heading.

### Focus: New Zealand long-finned eels

Where do they live?	What do they look like?
What do they do?	Summary/final comment:
•	Ask the students what else they could find out about eels.
•	List any questions the students have.

### Suggested Activities

You may like to try the activity below. You may need to work with the group.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Close Reading • processing information	<ul style="list-style-type: none"> <li>• read for information;</li> <li>• identify and record relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• read another article that gives information about a New Zealand animal. Present the information, for example, in the form of a wall chart.</li> </ul>

### Links with other *School Journal* Titles

“My Brother Benjamin and the Eels” 1.2.92; “My First Eel” 2.3.80; “Our Tame Eels” *I Feel Dizzy* (JYPW 1997); “Granny’s Puna” 2.4.03

### *Journal Search* Categories

Animals

Eels

Fish

### Cross-curricular Links

Science: Making Sense of the Living World

### Associated Websites

Eels in New Zealand Waterways

[www.niwa.cri.nz/pubs/no8/eels1](http://www.niwa.cri.nz/pubs/no8/eels1)

Paintings and Fibre Art by Philly Hall, Golden Bay

[www.virtualbay.co.nz/phillyhall](http://www.virtualbay.co.nz/phillyhall)