

# Brooke's Calf

by Jill MacGregor

## Overview

This recount tells how Brooke selects a healthy calf at the saleyards. She learns how to bid at the auction and buys the calf of her choice. In the weeks that follow, Brooke cares for her calf so she can present him at school on Show Day.

## Features to Consider in Context

•	The structure of this text as a recount, with events sequenced in chronological order, and the use of action verbs, for example, “herd”, “nuzzled”, “moored”, “borrowed”
•	The use of past, present, and future tense
•	The inclusion of a glossary
•	The use of commas for a range of purposes
•	The use of quotation marks for direct speech and to highlight words like “rattle”
•	The use of the hyphen to join a group of words to form an expression, for example, “Who-will-give-me-twenty?”
•	The glossary

## Readability

Noun frequency level: 8.5–9.5 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 farming life – saleyards, auctions, rearing calves, and pet days
•	The students’ experiences of caring for pets
•	The length of the text
•	Words and concepts that some students may find challenging: “the saleyards”, “saving up her pocket money”, “herd”, “nuzzled”, “mournful”, “a straight back”, “tidy hooves”, “cough”, “the stockman’s ‘rattle’”, “knobbly knees”, “Angus bull calf”, “bid for a calf”, “wink at the auctioneer”, “calfateria”, “fat black rubber teats”, “jostle”, “guzzle”, “bulging”.

## Introducing Students to the Text

•	Ask the students to think, pair, and share their experiences of caring for pets.
•	“How do you know your pet is healthy?”
•	“What sort of pets might children living on farms have?”
•	During these discussions, introduce vocabulary as appropriate.

•	Introduce the title and share the purpose for reading. “We’re going to read this text to discuss the main ideas and compare Brooke’s experiences with ours.”
•	Distribute the Journals and allow time for the students to view the photographs on pages 2 and 3.
•	Ask the students to read to “He shouldn’t cough, and he shouldn’t shiver” to find out what Brooke will look for to choose a healthy calf.

### During the Reading

•	Discuss the characteristics of a healthy calf, clarifying the related concepts.
•	“Where did Brooke get her calf from?” Locate Levin on a map.
•	“Where did your pets come from?”
•	“Look at the cropped photograph on page 4. I wonder what Brooke is doing with that bottle?”
•	Discuss the children’s experiences of saleyards. Ask the students to look at the photograph on the bottom of page 6 and introduce new vocabulary, for example, “auctioneer” and “bidding”.
•	Ask the students to read silently to “Going ... going ... GONE!” to find out how Brooke bought her calf.
•	“How did Brooke buy her calf?” “Show me how you wink.” “How does the auctioneer speak?” Direct the students to the relevant parts in the text and ask them, in pairs, to practise the auctioneer’s style of speaking.
•	Ask the students to return to “Brooke looked in every pen” and tell you the steps Brooke went through to choose and purchase her calf. You could represent the steps using a flow chart.
•	Ask the students to read to the end of the text to find out how Brooke cares for her calf when she gets it home.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Get the students to compare how they care for their pets with how Brooke cares for her calf. Record their responses using a Venn diagram.
•	“Where else do auctioneers work?”

### 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>
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Interpersonal Listening Interpersonal Speaking Transactional Writing <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• listen and interact with others;</li> <li>• converse and ask questions;</li> <li>• write letters, faxes, or emails to find answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, investigate local auction venues and, if possible, arrange by letter, fax, or email to interview an auctioneer.</li> </ul>
Interpersonal Listening Interpersonal Speaking Transactional Writing <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• converse and ask questions;</li> <li>• listen and interact with others;</li> <li>• write letters, faxes, or emails to gather information;</li> <li>• recount their experiences orally in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, find out about the local saleyards;</li> <li>• use a letter, fax, or email to arrange a visit to the saleyards on a sale day;</li> <li>• talk or write about their experiences.</li> </ul>

### Links with Other *School Journal* Titles

“The Lost Calf” 1.2.88; “Pet Day” 2.2.91; “Do You Eat Grass?” 2.4.99; “Waewae the Calf” 3.2.88; “Raising Calves on Dairy Cows” *The Terrible Half Pipe* (JYPW 1992)

### *Journal Search* Categories

Country Life

Cows

Dairy Farming

### Cross-curricular Links

Science: Making Sense of the Living World

Social Studies: Resources and Economic Activities

### Associated Websites

Caring for Pets – Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/pets/home.html>

Down on the Farm – Unit Plan (Social Studies Online)

[www.tki.org.nz/r/socialscience/curriculum/SSOL/farm/index\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/farm/index_e.php)

10 Acres Backyard – Adopt a Holstein Cow, Learn about Cows and Farms

[www.10acresbackyard.com/homepage.html](http://www.10acresbackyard.com/homepage.html)

New Zealand Angus

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

# Guests for Dinner

by Jan Trafford

## Overview

In this humorous play, Dad changes the family's evening routine when he invites special guests for dinner.

## 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 informal language, for example, "... the house looking way nicer", "You've scrubbed up quite well"
•	The use of humour
•	The use of the dash
•	The use of questions.

## 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 students' experiences in family settings
•	The students' experiences of having visitors for dinner
•	Words and concepts that some students may find challenging: "guests", "bonkers", "put my feet up", "background dinner music", "you've scrubbed up quite well".

## Introducing Students to the Text

•	Ask the students to share their experiences of what happens at their house when they are expecting visitors for tea. You could use a think, pair, and share technique for this discussion.
•	Introduce the title of the play and explain that Dad is cooking dinner for special guests.
•	Share the purpose for reading the text. "We'll find out who these special guests are and how they feel about being invited."
•	Ask the students to predict how the children will help get the house ready.
•	Ask the students to read to "Mum sits down on the couch" on page 29 to check their predictions.

## During the Reading

•	Check the students' predictions against what happens in the play. Allow time for the students to further discuss their own experiences.
•	"Look at the illustrations on page 28. How do Jarod, Steve, and Rosie feel about helping?"
•	Ask the students to predict who the special guests might be.
•	Ask the students to read to the end of the text to check their predictions.

## After the Reading: Responding to the Text

### Possible focuses for discussion

•	"Why did Dad trick the family?" "Do you think it was a good idea? Why or why not?" "How did the family react?"
•	"If we performed the play, what props would we need?"
•	"Would this play be best performed live or recorded on video? Why?"
•	Ask the students to practise reading aloud some of the lines, thinking about pace, expression, and fluency.

## Suggested Activities

You may like to do the activity below. You may need to work with the group on acting techniques.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Using Texts	<ul style="list-style-type: none"> <li>read aloud informally and for an audience with fluency, pace, and expression.</li> </ul>	<ul style="list-style-type: none"> <li>as a group, practise reading the play;</li> <li>perform the play for an audience.</li> </ul>

## Links with Other *School Journal* Titles

"Saturday Visitors" 1.3.89 (audiotape item number 91325); "The King's Baker" 1.3.96; "What If" 2.1.90

## *Journal Search* Categories

Family Life

Humorous Plays

## Associated Websites

The Solution Site – Family Fun

[www.thesolutionsite.com](http://www.thesolutionsite.com)

Eat Better, Eat Together Tool Kit

<http://nutrition.wsu.edu/eat/toolkit.html>

Family Routines and Rituals May Improve Family Relationships and Health

[www.apa.org/releases/rituals2.html](http://www.apa.org/releases/rituals2.html)

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# In the Sandhills

by Alan Bagnall

## Overview

This short poem describes the movements of a beetle in the sandhills.

•	Read the poem to the students and ask them to visualise what they see as you read. Ask them to discuss this in pairs.
•	Read the poem a second time and ask the students to trace the beetle's path in the air with their finger.

## Focus for Discussion

If you decide to explore the poem further:

•	Ask the students to read the poem silently and, in pairs, discuss whether the beetle is searching for a friend. "What else could the beetle be searching for?"
•	What words in the poem tell the direction the beetle is moving in?
•	Discuss the rhyming pattern.

## Suggested Activities

You may like to do 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 • thinking critically Oral Language • interpersonal speaking and listening	• identify elements of a writer's personal voice.	• read other poems by Alan Bagnall and, in pairs, discuss any aspects that are similar to or different from this poem.

## Associated Websites

New Zealand Book Council – Alan Bagnall

[www.bookcouncil.org.nz/writers/bagnallalan.htm#kapaialan](http://www.bookcouncil.org.nz/writers/bagnallalan.htm#kapaialan)

Disappearing Beaches

[www.seafriends.org.nz/oceano/beachgo.htm](http://www.seafriends.org.nz/oceano/beachgo.htm)

# Monster on the Motorway

by Anne McDonell

## Overview

When Mr Timms goes to school dressed as a fierce-looking lion for the school's Book Week, he sets in motion a chain of events that adds to the noise and chaos of a traffic jam on the motorway.

## Features to Consider in Context

•	The structure of the text as a simple narrative with settings, characters, a chain of events leading to problems, and a resolution at the end
•	The causes and effects of the characters' actions that help set up the chain of events
•	The use of dialogue between characters
•	The conventions of direct speech
•	The use of commas for a range of purposes
•	The use of humour.

## 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' experiences of dressing up as characters for school events like plays, Book Week, or fancy dress balls
•	The colourful illustrations that support the chain of events in the text
•	Words and concepts that some students may find challenging: "costumes", "fierce-looking", "a traffic jam", "chewing", "caught sight", "the musical horn blasted a tune", "blaring", "groaned".

## Introducing Students to the Text

•	Ask the students to think, pair, and share their experiences of occasions when they have dressed up as characters. "What was your costume made up of?" "How did it make you feel?" "Did other people recognise you?" "How did they react when they saw you?"
•	Introduce the title and ask the students to predict why they think a monster would be on the motorway.
•	"How might other motorists or passengers act if they saw a monster on the motorway?"
•	Share the purpose for reading the text. "We're going to read this story to identify the main events and the reactions of the characters. We'll chart our ideas as we go."

•	Ask the students to read to “‘Oh no,’ said Mr Timms. ‘A traffic jam. I’m going to be late’”.
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## During the Reading

•	Discuss with the students what the three main events are. Encourage them to use the illustrations to be precise. Chart the events and the characters’ reactions.	
	Character reaction	Main events
		1. The school is having a Book Week.
		2. Mr Timms dresses up as a fierce-looking lion for Monster Monday.
Baby screamed		3. Mr Timms is stuck in a traffic jam on the motorway.
		Dog barked
•	Ask the students to view the illustrations on page 22 and predict what might happen next.	
•	Ask the students to read to “– and a lion in a little yellow car” On page 23 to check their predictions.	
•	Check the students’ predictions against what happens in the text.	
•	Chart the characters’ reactions.	
•	“What’s going to happen now?”	
•	Ask the students to read to the end of the text to check their predictions.	

## After the Reading: Responding to the Text

### Possible focuses for discussion

•	Discuss the end of the story, checking the students’ predictions.
•	“Imagine you are the police officer and think about how you will share your monster story at the lunch. How will you begin to tell the story?” You may wish to model by telling the students what you would say.
•	Review the characters’ reactions to Mr Timms, adding further ideas to the chart if necessary.
•	Ask the students to create a new character for the story, with a reaction that involves a different sound. Use a think, pair, and share technique.

## 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>
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Interpersonal Listening Interpersonal Speaking Transactional Writing • thinking critically	• contribute ideas to a group discussion; • record ideas in a list.	• as a group, brainstorm a list of everyday materials that could be used to make monster costumes.
Interpersonal Speaking Presenting • thinking critically	• present ideas in a visual form and talk about specific features.	• in pairs, design a monster costume using everyday materials.
Close Reading • exploring language • thinking critically	• identify dialogue in a written text.	• as a group, list the characters in the story and, using photocopies of the text, plan a readers' theatre. Use highlighter pens for different characters.
Using Texts • thinking critically	• read aloud, informally and for an audience using appropriate expression and information.	• as a group, practise reading the readers' theatre text and present it to the class.

### Links with Other *School Journal* Titles

“Fairy Dust” 1.5.98; “Two Messy Monsters” 1.5.98; “Can You Wear a Teddy Bear?” 1.3.99; “Windy Nights” 2.3.98

### *Journal Search* Categories

Activities

Clothes

Dressing Up

Imaginary Creatures

### Cross-curricular Links

The Arts: Drama

### Associated Websites

Make a Monster

[www.learnenglish.org.uk/makeamonster](http://www.learnenglish.org.uk/makeamonster)

Mask Making Activity

[www.bampfa.berkeley.edu/exhibits/tiepolo/masks.html](http://www.bampfa.berkeley.edu/exhibits/tiepolo/masks.html)

# Ngā Mānawa

by Josephine Neill

## Overview

This article explains how Māori have used mangrove trees since ancient times. You could use this text following the story “Seeds That Wear Life Jackets”, which is also published in this Journal.

## Features to Consider in Context

•	The structure of the text as a report, with emphasis on the uses and value of mangrove forests
•	The photographs and diagram that accompany the text
•	The use of the present tense
•	The mixture of Māori and English words
•	The glossary that provides a translation of Māori words into English.

## Readability

Noun frequency level: 8–9 years

Suggested 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’ knowledge of mangrove forests
•	The students’ knowledge of pre-European Māori
•	The students’ experiences with reading and pronouncing te reo Māori
•	The photographs and diagram that accompany the text
•	Words and concepts that some students may find challenging: “survive”, “swampy”, “coastal areas”, “northern part”, “anchor”, “breathing roots”, “oxygen”, “drained”, “protect”, “stop poisons from the land”, “prevent”, “harvest”, “lichen”, “supple”, “bounced”, “ancient times”.

## Introducing Students to the Text

•	Introduce the title and explain that it is the Māori term for mangrove trees.
•	Ask the students what they know about mangrove trees. (It would help if the students have earlier read the story “Seeds That Wear Life Jackets”.)
•	Ask the students to predict how Māori might have used the mangrove trees in ancient times. Chart the students’ predictions (under the heading “Before views”).
•	Locate the area where mangroves grow in New Zealand on a map.

•	Introduce the vocabulary, using the photographs and the diagram (using one Journal only). Discuss with the students the information related to the location and germination of mangroves. You may wish to use the chart from your previous reading of “Seeds That Wear Life Jackets”.
•	Distribute the Journals and allow the students time to look at the photographs. Direct their attention to the glossary and suggest that they use it as they read to help them understand the Māori words.
•	Share the purpose for reading the text. “I would like you to read the article to find out if our predictions about how Māori used mangrove trees are correct.”

### During the Reading

•	Ask the students to silently read the first three paragraphs to “... mangroves can breathe oxygen” (on page 16).
•	Clarify the meaning of the diagram.
•	Ask the students to mime the actions of the mangrove seeds while you read the third paragraph.
•	Use a shared reading approach to read the fourth paragraph aloud. Ask the students why mangrove forests are useful.
•	Ask the students to finish reading the article to check their predictions about how Māori used mangrove trees.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Refer to the students’ predictions listed under “Before views”.
•	Ask the students what they learned about how Māori used the mangrove trees and chart their responses under “After views”.
•	Clarify concepts and vocabulary causing difficulty during this discussion.

### 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 Presenting • exploring language • thinking critically	• use drama to communicate ideas and present information.	• as a group, use the text from the third paragraph as a basis for a mime presenting information about mangroves.

<p>Close Reading</p> <ul style="list-style-type: none"> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• locate information and follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• find information in the library or on the Internet about making natural dyes;</li> <li>• as a group, make natural dyes.</li> </ul>
<p>Interpersonal Speaking</p> <p>Close Reading</p> <p>Transactional Writing</p> <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• respond to language and meaning in text;</li> <li>• interpret information;</li> <li>• write clear instructions that follow a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, decide what instructions they could give to someone wanting to plant a mangrove seed;</li> <li>• write the instructions as a planting guide.</li> </ul>

## Links with Other *School Journal* Titles

“The Waitangi Mangrove Forest Walkway” 4.1.85

## *Journal Search* Categories

Environmental Resources

Mangrove

## Cross-curricular Links

Science: Making Sense of the Living World

Technology: Materials Technology

## Associated Websites

Northland Regional Council – School Information Packs – Mangroves

[www.nrc.govt.nz/environmental.education/school.information.packs/mangroves.shtml](http://www.nrc.govt.nz/environmental.education/school.information.packs/mangroves.shtml)

NIWA – What Is an Estuary?

[www.niwa.cri.nz/edu/students/estuaries](http://www.niwa.cri.nz/edu/students/estuaries)

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# Seeds That Wear Life Jackets

by Sue Gibbison

## Overview

Ben loves to collect things. One day, while at the beach, he discovers a very special seed – a mangrove seed. During a conversation with his mother, he finds out about how and where mangroves grow.

## Features to Consider in Context

•	The structure of the text as an informative report presented through a fictional conversation between two characters
•	The range of sentence structures, including simple, compound, and complex sentences
•	The conventions of direct speech
•	The use of contractions that heighten the conversational tone
•	The use of humour
•	The use of analogy to assist understanding – the extended comparison of the seed coating with a life jacket.

## Readability

Noun frequency level: 8.5–9.5 years

Suggested level: 9–9.5 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 collecting things
•	The students' knowledge of mangroves
•	The manageable length of the text
•	The illustrations that accompany the text
•	Words and concepts that some children may find challenging: "life jackets", "mangrove", "protect", "current", "boardwalk", "leathery leaves", "twisty trunks", "calm", "prop", "snorkels", "flippers".

## Introducing Students to the Text

•	Ask the students if they collect anything that is special to them. You may like to prompt them by discussing what you collected as a child. You may wish to use a think, pair, and share technique for this discussion.
•	Ask the students if they have collected things from the beach, river, or bush if this has not already arisen during the discussion.
•	Introduce the title and explain that this is a story about a boy called Ben who loves to collect things.
•	Ask the students, in pairs, to predict why a seed might wear a life jacket. Record their responses.

•	Share the purpose for reading the text. “We’re going to read this text to find information and take notes.”
•	Ask the students to read to “... till they find just the right place to live” and describe the seed that Ben found.

### During the Reading

•	Ask the students to find the words in the text that describe the seed. Record their responses on a chart.
•	“What else can you tell me about mangroves?”
•	Ask the students to read to “... he dropped the seed over the edge of the boardwalk” to find out more information and to check their earlier predictions about why a seed might need a life jacket.
•	Check the students’ predictions against their understanding of the text and the illustrations, clarifying the analogy of the life jacket.
•	“What other information about mangroves can we add to the chart?” Ask the students to use the text to identify facts. Chart their responses.
•	“What else might we find out about mangroves?” Ask the students to read to the end of the story for further information.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Chart further information about mangroves, clarifying any vocabulary causing difficulty as you do so.
•	“Why do you think Ben describes the roots as snorkels?”
•	“What is Ben thinking about when he says, ‘I wonder where their flippers are!’?”
•	Revisit the charted information and explain to the students that you want them to group the information under headings (by mapping or clustering). “What questions does the information answer?” (For example, “What do the seeds look like?”)

### 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>
Using Texts • processing information	• interpret and present information clearly through an oral report.	• as a group, use the clustered information to present an oral report to the class.

<p>Close Reading</p> <p>Poetic writing</p> <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• locate information, identifying meaning in written texts;</li> <li>• convey information using a poetic form.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, use the library, <i>Journal Search</i>, or the Internet to find further information about mangroves in New Zealand.</li> <li>• present their finding in the form of an acrostic poem based on the word “mangroves”.</li> </ul>
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## Links with Other *School Journal* Titles

“Growing My Name and Eating It” 1.3.90; “Hidden Seeds” 1.1.95; “Not Just for Eating” 1.3.98; “Plants That Store Water” 2.3.93

You may like to use the story *Black Sock Swamp* by Emma Kruse Va‘ai, first published in 2000 in the Pacific Science series (item number 12736). The title is also available in the Tupu series in Pacific Islands languages – Sāmoan (item number 27745), Cook Islands Māori (item number 27746), Tokelauan (item number 27748), Tongan (item number 27749), and Niuean (item number 27747). An English translation is included in the teachers’ notes (item number 27590).

## *Journal Search* Categories

Environmental Resources

Mangrove

Natural Science

Plants

## Cross-curricular Link

Science: Making Sense of the Living World

## Associated Websites

Mangrove Action Project

[www.earthisland.org/map](http://www.earthisland.org/map)

Mangroves

[www.env.qld.gov.au/environment/coast/habitats/m.html](http://www.env.qld.gov.au/environment/coast/habitats/m.html)

The Ramsar Convention’s Outreach Programme – Teaching Materials

[www.ramsar.org/outreach\\_teachingmaterials.htm](http://www.ramsar.org/outreach_teachingmaterials.htm)