

Fearsome Fizmo

by Philippa Werry

Overview

When they have an hour of free time in port, a band of not-so-fearsome pirates, sick and tired of their disgusting meals, head for the nearest takeaway bar. They return to their ship with an enormous takeaway order and with Fearsome Fizmo who, although retired and reformed, cannot resist the call of the sea.

Features to Consider in Context

•	The conventions and layout of a play:
	• the use of upper case for the list of characters
	• the stage directions, which are in italics, indented, and sometimes enclosed in brackets
•	• the dialogue for each character
•	The use of humour
•	The use of alliteration
•	The use of language specific to pirates
•	The use of imagery, especially similes (for example, "... spaghetti tasted like torn-up dishcloths").

Readability

Noun frequency level: 9.5–10.5 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 fantasy in literature
•	The photographs that accompany the text
•	The students' prior experiences of reading plays
•	Words and concepts that some students may find challenging: "hearties", "revolting rabble", "slimy", "shove", "absolutely positive", "petrified", "blustering barnacles", "retired and reformed", "diabolical", "obviously", "rascally riff-raff".

Introducing Students to the Text

•	Ask the students if they remember any pirate stories they have watched on video or had read to them.
	• "How do pirates appear to ordinary people?"
	• "Who leads the pirates?" "How would the pirates know what to do?"
•	Introduce the title of the play and read the list of characters. Ask the students what they notice about the title. Discuss the roles of the captain, the pirates, and the cook.

•	“If the pirates have to work hard and always follow orders, what might they look forward to and enjoy most while on board ship?”
•	“Apart from having to follow the captain’s orders, what problems could there be for the pirates on board?” Ask the students to make predictions about any possible problems.
•	Share the purpose for reading the text. “We’re going to read the play to check our predictions about the pirates’ problem on board ship and see how they solve it.”

During the Reading

•	Ask the students to read silently to “... no frightening the locals!” on page 28 to check their predictions about the problem the pirates are having.
•	Clarify the problem the pirates have on board.
•	Ask the students, in pairs, to suggest a solution to the problem.
•	“What clues are there in the text to help you when you read aloud?” Focus the students on reading aloud the lines that include upper-case letters and bold print for emphasis.
•	“How will the cook say his or her line?”
•	Ask the students, in pairs, to read Pirate One’s and Pirate Two’s lines to practise expression, pace, and fluency.
•	Ask the students to finish reading the play silently to check their predictions about how the pirates solve their problem.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students’ predictions with what happens in the text.
•	“I wonder how Fearsome Fizmo got his name.” Make the point that even the First Mate is afraid of him. Ask the students, in pairs, to think of reasons for Fearsome Fizmo’s reputation.
•	Ask each pair of students to identify and share examples of alliteration on a selected page of the text. “Why did the writer decide to use alliteration?” “What effect does this have when the text is read aloud?”
•	Ask the students to look carefully at the photographs and discuss how the scenery has been created for:
•	the pirate ship;
•	the takeaway bar.
•	“If we performed the play live, what props would we need?”

•	Allocate roles and ask the students to read the play aloud to practise fluency, pace, and expression.
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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>
Interpersonal Speaking Poetic Writing • exploring language	• use alliteration for impact.	• in pairs, use alliteration to create names for Pirates One, Two, Three, and Four.
Interpersonal Speaking Poetic Writing Presenting • exploring language • thinking critically	• communicate ideas following the conventions of a menu layout; • combine words and images to make meaning.	• in pairs, discuss, write, and illustrate a new takeaway menu for Cook.
Close Reading Using Texts Presenting • thinking critically	• read informally and for an audience with expression and fluency.	• as a group, practise reading the play before presenting it to an audience in the form of a Readers' Theatre.
Interpersonal Speaking Interpersonal Listening	• devise open questions that will elicit detailed information about characters; • respond to text in role.	• as a group, generate questions to hotseat a character: Cook, Fearsome Fizmo, or a member of the townsfolk; • interview the character.

Links with Other *School Journal* Titles

“Pirate Trouble” 1.5.90; “Happy Birthday, Mrs Felonius” 2.4.90; “Just One Thing” 2.1.980; “Ponsonby’s Plot” 3.3.88

Journal Search Categories

Humorous Plays

Humorous Stories

Pirates

Associated Websites

Ahoy! Matey: Unit Plan [English Online]

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

Pirates: Ship’s Log Exemplars

http://english.unitecology.ac.nz/resources/units/pirates/log_exemplars.html

Granny's Puna

by Iwa Toia

Overview

An inquisitive child visits Granny one day and finds she's not at home. Curiosity gets the better of the child, who decides to go to the puna, where only adults are allowed. This piece of personal experience-based writing vividly conveys the terror felt by the child when confronted by the secret of the puna.

Features to Consider in Context

•	The text as an example of personal experience writing that recalls a significant childhood memory
•	The use of the first person – with the text giving no clue to the character's name or gender
•	The mixture of te reo Māori and English words
•	The repetition of the impersonal pronoun "it" in the first two paragraphs, which emphasises the unknown element
•	The range of sentence structures, including sentence fragments (for example, "Water swirling") and sentences with implied subjects and verbs (for example, "Up to the second step") which build mood and suspense
•	The use of sensory description to convey the writer's feelings of fear
•	The use of descriptive language, especially adjectives and verbs, that add to the impact of the writing.

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' prior experiences of visiting grandparents
•	The students' experiences of flouting the rules and facing the consequences
•	Illustrations that support the text
•	Words and concepts that some students may find challenging: "puna", "get the drinking water", "kneeling stone", "bulging", "shakily", "Haere mai, e moko", "Ho!".

Introducing Students to the Text

•	Ask the students to share stories of times when they have broken the rules, either at home or at school, and gone to a place that was out of bounds. You may like to share a memory from your own childhood first.
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•	Introduce the title of the text and explain that this person has written about a similar childhood experience.
•	Before distributing the journals, read the first four paragraphs to the students and ask them to predict why the puna is special and out of bounds.
•	Clarify vocabulary such as “puna”, “drinking water”, and “kneeling stone”.
•	Share the purpose for reading this text. “We’re going to read this text to find out how the writer describes the experience and keeps our attention.”
•	Ask the students to read from the beginning of the text to “A body. Water swirling”.

During the Reading

•	Ask the students to scan the text again on page 9. “What does the narrator hear?” “What does their body do?” “How is the narrator feeling?”
•	Ask the students, in pairs, to reread the text from “Ho! Nothing” to “Water swirling” and share with each other what they notice about the sentences.
•	As a group, discuss why the writer chose to use these short sentences.
•	Ask the students to continue reading silently to the end of the text to find out how we know what the narrator is feeling.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students, in pairs, to find and share a part of the story that shows how the narrator feels.
•	Chart the students’ responses, emphasising the use of language that shows strong feelings and bodily reactions: “eyes bulging”, “shivering and shaking”, “trembling and sobbing”.
•	Make the point that the text describes how the body reacts to fear. Ask the students to find another example from the text to add to the chart.
•	“How could we act out ‘eyes bulging’, ‘mouth open to get more air’, and ‘shivering and shaking’?”
•	“Why do you think the puna is a special place?” Ask the students to compare their thoughts with their earlier predictions.

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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Presenting • thinking critically	• act out responses to emotions suggested by a text.	<ul style="list-style-type: none"> • in pairs, direct and act out the following: • going up the steps; • looking into the puna; • meeting and reacting to the eel; • use “emotions cards” to act out bodily and facial responses.
Interpersonal Speaking Listening to Texts • thinking critically	• talk about personal experiences, describing feelings and responses vividly.	• in pairs or with the group, orally retell the stories they shared during the introduction, emphasising their feelings and bodily reactions.
Poetic Writing • thinking critically	• record personal experiences and share ideas, choosing words and images to convey feelings vividly.	• write their own personal experience stories based on the oral retellings.
Viewing Interpersonal Speaking • thinking critically • processing information	• talk about the ways in which words and images combine to make meaning.	• view the illustrations in the text and discuss how they reflect the mood of the story.

Links with Other *School Journal* Titles

“Memories” 2.2.96; “No More Bubblegum!” 1.5.97; “The Two Yellow Leaves” 3.1.90; “Washing Day” 1.3.93

Journal Search Categories

Elderly People

Grandparents

Pollution

Environment

Māori

Cross-curricular Link

Social Studies: Place and Environment

Associated Websites

My Grandparents and Me: Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/grandparents/home.ht>

Historical Māori Background to the Waitaki Valley

<http://beautiful-waitaki.co.nz/background.htm>

Inati

by Neemia Nikotemo and Becca Dobson-Nikotemo

Overview

This report tells about the tradition of inati (food sharing) in the Tokelauan village of Atafu. It explains how a fish catch is shared among the village families and how everyone has a job to do after the men bring the catch to shore.

Features to Consider in Context

•	The structure of the text as a report, with:
	• the focus presented in the first two paragraphs
	• the text elaborating on the important features
•	• the text concluding with a summarising comment
•	The mixture of Tokelauan and English words
•	The meaning of Tokelauan words provided in brackets
•	A range of sentence structures, including complex sentences
•	The use of the present tense.

Readability

Noun frequency level: 8.5–9.5 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' backgrounds and cultural experiences
•	The students' experiences of extended family and community events where food is shared
•	A location map that includes longitude and latitude
•	Insert enlargements that provide details related to the location
•	The use of photographs
•	Words and concepts that some students may find challenging: "community", "according to", "resources", "a tradition that is being kept alive", "village elders", "evenly shared out", "atoll", "enough", "announcing", "species".

Introducing Students to the Text

•	Ask the students to think of times when they have shared food on a marae, at school camps, or with their extended family at Christmas. "Who provides the food?" "Who prepares it?" "How are the jobs shared?"
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•	Explain to the students that they are about to read an article explaining how food is shared in a Tokelauan community. Locate the Tokelau Islands on the map on page 18, and discuss the details provided in the inserts.
•	Introduce the title. Ask the students to scan the photographs and predict what “inati” means.
•	Share the purpose for reading. “We’re going to read this text to find out what is the same and what is different about our experiences of sharing food and the experiences of the Tokelauan community at Atafu. We’ll chart our observations on this bubble chart.” Introduce the prepared bubble chart.

During the Reading

•	Ask the students to read to “... fish to feed twelve people” and check their predictions about the meaning of “inati”.
•	Clarify the meaning of “inati”.
	• “What other resources might be shared?”
	• “When does inati happen?” List the students’ responses on the chart.
•	• “When do we share food in our community?”
•	Ask the students to read to the end of the article and decide who has responsibility for the various jobs described in the text.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Continue the discussion about inati, comparing the experiences of the Tokelauan community with those of the group and recording their observations on the bubble chart.
•	Clarify the meaning of any tricky words.
•	Draw the students’ attention to the use of brackets on the second line: “... faka Tokelau (the Tokelauan way)”.
	• “What is the purpose of using brackets in this way?”
	• Ask the students to find other examples of brackets in the text.
	• “What are some other ways of explaining words that occur in articles?” (For example, in a glossary).
•	• “How is a glossary arranged?”

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 Transactional Writing • exploring language	<ul style="list-style-type: none"> • arrange words in alphabetical order; • write explanations of new vocabulary. 	<ul style="list-style-type: none"> • construct a glossary, using the Tokelauan words from the text.

Links with Other *School Journal* Titles

“Catching Coconut Crabs” 1.5.92; “Fakalukuluku” 3.1.97; “Fish and Chips in Tokelau” *Junior Journal* 6; “Fishing for Octopus” 2.1.01; “Girls Don’t Go Fishing” 4.2.93; “My Dad’s Raw Fish” 2.4.02; “Night on the Reef” 2.1.96; “What a Feast!” 1.2.97

Journal Search Categories

Fishing

Food

Pacific Islands

Polynesians

Cross-curricular Links

Social Studies: Resources and Economic Activities

Health and Physical Education: Healthy Communities and Environments

Associated Websites

TKI – Tokelau

www.tki.org.nz/r/socialscience/curriculum/tokelau/unit1_e.php

Tokelau Islands Home Page

www.janeresture.com/tokelau_islands/

Paddy the Wanderer

by Philippa Werry

Overview

This article recounts the remarkable life of a dog called Paddy. Much loved and well known around Wellington in the 1930s, Paddy made friends with many sailors, taxi drivers, and waterfront workers. His memorial remains today on a wall near the gates of Queens Wharf.

Features to Consider in Context

•	The structure of the text as a biographical recount with an introduction followed by clearly sequenced paragraphs
•	The historical perspective, which includes the use of exact dates as well as phrases like “back in the 1930s”
•	The use of mainly compound and complex sentences
•	The use of the dash
•	The use of capital letters for a variety of proper nouns
•	The use of commas
•	The additional information provided in the final paragraph.

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’ understanding of the structure and features of recounts
•	The students’ experiences of and feelings for animals
•	The historical context, with references to trams, a Gypsy Moth biplane, and the Second World War
•	The photographs and illustrations that support the text
•	Words and concepts that some students may find challenging: “wharves”, “roamed”, “pedestrian”, “popular characters”, “Airedale terrier”, “pneumonia”, “waterfront”, “annual dog licence”, “stowaway”, “return boat trips”, “an open-cockpit Gypsy Moth biplane”, “Assistant Watchman”, “steady”, “procession”, “escorted”, “collection”, “memorial plaque”.

Introducing Students to the Text

•	Introduce the title and ask the students, “What is a ‘wanderer’?”
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•	Before distributing the Journals, read the first paragraph to the students and ask them to predict why Paddy might be such a popular character.		
•	Locate Wellington on a map.		
•	Ask the students if they know of any pets that wander. “Why do pets roam?” Use a think, pair, and share technique for this discussion. Chart the students’ responses.		
•	Distribute the Journals and allow time for the students to view and discuss the photographs and illustrations, introducing vocabulary during the discussion. Explain that Paddy was an Airedale terrier who belonged to a girl called Elsie Glasgow.		
	<table border="1"> <tr> <td>•</td> <td>“When do you think this story about Paddy happened? How do you know?”</td> </tr> </table>	•	“When do you think this story about Paddy happened? How do you know?”
•	“When do you think this story about Paddy happened? How do you know?”		
•	Share the purpose for reading. “We’re going to read this text to find out why Paddy was so popular.”		

During the Reading

•	Ask the students to read silently to “... waiting for her father” and check their predictions about why pets roam.						
•	With reference to the text, discuss the reasons the author suggests for Paddy’s wanderings.						
•	Ask the students to read the next two paragraphs to “... the first dog to fly in New Zealand” on page 23 to find evidence that people liked Paddy.						
•	Discuss the students’ responses with reference to the text.						
•	Ask the students to imagine they are taxi drivers. “Why do you like Paddy?” Use a think, pair, and share technique for the discussion.						
•	Ask the students to continue reading silently to the end of the text and consider whether they agree or disagree with the following statements:						
	<table border="1"> <tr> <td>•</td> <td>Paddy was popular because he kept watch at Queens Wharf.</td> </tr> <tr> <td>•</td> <td>Paddy was popular because he made friends with many people during his wanderings.</td> </tr> <tr> <td>•</td> <td>People liked Paddy because he didn’t have a proper home.</td> </tr> </table>	•	Paddy was popular because he kept watch at Queens Wharf.	•	Paddy was popular because he made friends with many people during his wanderings.	•	People liked Paddy because he didn’t have a proper home.
•	Paddy was popular because he kept watch at Queens Wharf.						
•	Paddy was popular because he made friends with many people during his wanderings.						
•	People liked Paddy because he didn’t have a proper home.						

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss the students’ responses to the statements and ask them to provide evidence from the text that supports their views.
•	“What were some of the ways that people showed they liked Paddy?”

•	<p>“If the text had no photographs or illustrations, how would we know this happened a long time ago?”</p> <p>Discuss the exact dates given and the historical references made within the text.</p>
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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 Viewing Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • locate, select, organise, and present information. 	<ul style="list-style-type: none"> • as a group, use the Internet and library to investigate further the changes affecting communities that have occurred since the 1930s (for example, in transport); • share their findings with the class, for example, using a presentation package on the computer.
Interpersonal Speaking Interpersonal Listening Transactional Writing <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • interact with others, ask questions, and talk about events; • locate and organise information to recount events. 	<ul style="list-style-type: none"> • as a group, research and record the background of any special local memorial, including why and when it was erected and the story of the person or people commemorated.

Links with Other *School Journal* Titles

“Flyball Champion, Charlie” 1.4.94; “Dapper Dogs” 1.1.97; “K9 Search and Rescue” 2.1.96; “Puppy Walking” 2.2.97; “Rosie the Railway Dog” *Junior Journal 14*

Journal Search Categories

Animal Behaviour

Animals

Dogs

Cross-curricular Link

Social Studies: Time, Continuity, and Change

Associated Websites

Wellington Heritage Trails

www.wcc.govt.nz/wellington/heritage/trails/maritime/page3.html

Sailing

by Jan Trafford

Overview

This article explains how a child learns to sail. A labelled drawing and photographs support it. Step-by-step photographs show how to tie a figure-of-eight knot.

Features to Consider in Context

•	The structure of the text as an explanation
•	The use of a range of sentence structures, including simple, compound, and complex sentences
•	The use of subject-specific vocabulary
•	The use of a range of punctuation for various purposes, including quotation marks, brackets, the dash, and the hyphen
•	Imagery associated with sailing, for example, “old sea dogs”, “a small taste of salt”.

Readability

Noun frequency level: 8.5–9.5 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’ prior experiences and knowledge of yachts and sailing
•	A labelled diagram, photographs, and step-by-step pictures
•	The considerable amount of subject-specific vocabulary
•	The layout of the text
•	Words and concepts that some students may find challenging: “wind direction”, “Optimist Sailing Dinghies”, “sturdy”, “instructor”, “rigging”, “unfurl”, “blocks”, “pulley”, “figure-of-eight knot”, “demonstrate”, “bail”, “insert”.

Introducing Students to the Text

•	Ask the students, in pairs, to share any experiences of sailing. During this discussion, introduce some subject-specific vocabulary.
•	Ask the students to quickly sketch and label their idea of a yacht.
•	Introduce the title, distribute the journals, and ask the students to compare their sketch with the labelled diagram on page 13.
•	In pairs, ask the students to identify the different parts of the labelled diagram and to clarify the function of each part.

•	Allow time for the students to view and discuss the photographs, introducing further vocabulary.
•	Share the purpose for reading the article. “We’re going to find out what you need to know if you want to sail an Optimist dinghy.”

During the Reading

•	Ask the students to read page 12 silently.
•	• “Why is the first lesson on dry land?”
•	• Clarify with the students what they need to know to be able to sail an Optimist.
•	Have the students read on to “Most of us can because ... back at school”. Ask the students, in pairs, to use the photographs on page 14 to explain how the yacht is rigged.
•	Ask the students to read silently to the end of the text and decide how the early lesson on land helped make sailing the boat easier. Ask the students to find parts in the text that support their views.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Clarify any subject-specific vocabulary causing difficulty.
•	Refer to and discuss imagery like “a small taste of salt”.
•	Use the step-by-step pictures with the students to learn to tie a figure-of-eight knot.

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 Viewing • processing information	• compare verbal and visual instructions and their impact and use.	• in pairs, practise tying figure-of-eight knots: • with verbal instructions only (buddy reading the instructions aloud); • with visual instructions (diagrams) only; • using both; • discuss which method worked best.

Interpersonal Speaking Close Reading • processing information	• gather and interpret information, using appropriate technology, for example, the Internet, fax, or telephone.	• as a group, find out how they would go about learning to sail in their local area.
Personal Reading	• read for enjoyment and information; • convey information in the form of a timeline.	• carry out further reading about sailing or famous sailors and construct a class timeline of different types of sailing craft.

Links with Other *School Journal* Titles

“Paddle your own Canoe” 1.3.99; “All Shipshape and Ready to Sail” 3.3.88; “Over She Goes!” 3.3.88; “Sailing Away” *I Feel Dizzy* (JYPW 1997)

Journal Search Categories

Boats

Children as Authors

Outdoor Pursuits

Sailing

Cross-curricular Link

Health and Physical Education: Outdoor Education

Associated Websites

Optimist Homepage

www.optiworld.org

Optimist – Classes

www.yachte.com.au/classes/optimist.asp

Sports Dad

by Malcolm Thompson

Overview

A sports-mad dad embarrasses his daughter by showing overly zealous support when he watches her play soccer. She has a big game and is relieved when he can't be there. However, things go badly for the team until Dad and his friends arrive, making Maryanne realise that their enthusiastic support is vital to the team's success.

Features to Consider in Context

•	The structure of the text as a personal recount
•	The use of the first person
•	The use of mainly simple and compound sentences
•	The use of the past tense
•	The use of conjunctions to begin sentences: "And", "But"
•	The use of the apostrophe for contractions, which adds to the informal tone
•	The use of vivid language, especially similes, to describe Dad's behaviour
•	The use of subject-specific vocabulary related to sports.

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 of team sports and competition
•	The students' prior experiences of embarrassment caused by adults
•	The use of natural language patterns: "mucking around", "pretty neat sort of dad", "the ref", "Go, Maryanne!"
•	The layout of the text in manageable sections
•	Words and concepts that some students may find challenging: "a red card", "semi-finals", "nervous", "embarrassed", "header", "fumbled", "noise roaring in my ears", "old-style rock 'n' roll", "copying".

Introducing Students to the Text

•	Ask the students to share their experiences of team sports:	
	•	"Who comes to watch?"
	•	"How do they behave while they're watching you play?"
	•	"How do you feel?"

	You may like to use a think, pair, share technique for this part of the discussion. During this discussion, introduce some of the sports-specific vocabulary: “a red card”, “the ref”, “semi-finals”, “sidelines”, “half-time”, “coach”.
•	Ask the students to predict how a sports-mad dad might behave and share the predictions within the group. “How would the team feel?”
•	Introduce the title and share the purpose for reading. “We’re going to read this story to see how people’s feelings affect the way they behave.”

During the Reading

•	Ask the students to read silently to “The winner ... in the semi-finals” on page 3 to check their predictions about Dad’s behaviour.
•	Discuss the students’ predictions with reference to the text.
•	“How does Dad’s behaviour affect Maryanne’s game?”
•	Ask the students to continue reading silently to “‘Yeah, yeah,’ we all grumbled” on page 5.
	• “The score is 2–0. Why do you think the team is playing poorly?”
	• “What has happened to Maryanne’s game?”
	• “What might happen if Dad and his workmates arrive?”
•	• “Why do you think that?”
•	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

•	Check the students’ predictions against what happened in the text.
•	With reference to the text, use a bubble chart to compare how their feelings affected the way Maryanne and the team played.
•	“How did Maryanne’s feelings change? Find the part in the story that tells you.”
•	You may wish to focus on a feature in context as outlined previously, for example, the use of similes.

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"> • use library reference tools or <i>Journal Search</i> to select further stories or articles about team sports. 	<ul style="list-style-type: none"> • locate and read further stories or articles about team sports.
Viewing Presenting <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • identify literary devices that enhance the meaning of the text; • use verbal and visual features to communicate ideas. 	<ul style="list-style-type: none"> • choose a simile from the story to illustrate as a cartoon, for example, Dad “sounding like a pack of wolves”.
Interpersonal Speaking Using Texts <ul style="list-style-type: none"> • thinking critically 	<ul style="list-style-type: none"> • ask questions that generate an extended response (i.e., open questions); • listen to and interact with another person in an interview. 	<ul style="list-style-type: none"> • generate questions to hotseat a character in the story; • interview the character and record the interview using a tape recorder.

Links with Other *School Journal* Titles

“The Goal” 2.2.94; “As Fast as the Wind” 2.2.01; “Let’s Go, Rangers!” 2.4.02; “Me and my Team” 3.2.85; “Sonia and the Wanderers” (SJSJL 1989); “Girls can be Great Soccer Players” *Vote for Me!* (JYPW 1994)

Journal Search Categories

Challenge

Soccer

Sports

Cross-curricular Link

Health and Physical Education: Sport Studies

Summer Clouds

by Dorothy Symington

Overview

This short poem paints a picture of a vast landscape and suggests rapid movement through the use of verbs that convey physical action and that are often associated with sporting events.

•	Ask the students to close their eyes and listen while you read the poem aloud to them. “What picture does the poem make for you?”
•	Ask the students to reread the poem and, in pairs, discuss what makes this an effective poem. “Discuss the poet’s choice of language that conveys the movement and colour in the landscape.”

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 <ul style="list-style-type: none">• exploring language• thinking critically	<ul style="list-style-type: none">• use a variety of descriptive language and literary devices to convey a vivid visual image.	<ul style="list-style-type: none">• keep a class “cloud diary” for a week;• each day, observe and record descriptions of the clouds using adjectives, verbs, similes, and metaphors;• write a class poem about clouds, incorporating the most vivid descriptive language.

Associated Websites

Investigating Weather Patterns: Unit Plan [English Online]

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

Clouds

www.42explore.com/clouds.htm

The Weather Notebook: Summer Clouds

www.mountwashington.org/notebook/fablevision/summer_clouds.html