

# Cheetah

by Philippa Melhop

## Overview

This short poem captures the essence of the wild cat's instinct for hunting.

•	Read the poem aloud a couple of times while the students listen with closed eyes.
•	Ask the students to visualise what they see and what the prey is. Ask them, in pairs, to describe the scene to each other.

## Focus for Discussion

(if you decide to explore the poem further)

### Thinking Critically

•	“Where do you think this is happening?”
•	“What does the poet mean when she says ‘he was born that way’?”

### Exploring Language

•	Discuss the use of the metaphors “stomach-filler” and “killing machine”.
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## Associated Websites

I'm a Cheetah <http://www.pbs.org/kratts/world/africa/cheetah/>

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# Make a Collage

article and photographs by Julie Ellis

## Overview

This procedural text describes a familiar art activity. You might be able to use collage in conjunction with a current topic study.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

•	The structure of the text as a set of instructions
•	The use of asterisks to organise information
•	The lists of materials
•	A number of compound words: “background”, “shoebox”, “cardboard”, “eggshells”, “sawdust”, “driftwood”.

## Readability

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’ experience of collage techniques
•	The students’ familiarity with procedural texts
•	The manageable length of the text
•	The colourful photographs that accompany the text
•	Words that some students may find challenging: “surface”, “container”, “yoghurt”, “tube”, “driftwood”, “natural”, “objects”

## Introducing Students to the Text

•	Refer to a recent art experience when the students made works using collage or read aloud to the group a book by Jeannie Baker and discuss the collage illustrations (for example, <i>Window</i> , <i>The Hidden Forest</i> , <i>The Story of Rosy Dock</i> ).
•	Ask the students “What sort of text would tell you how to go about making collage?” (instructions, procedures)
•	“How would you expect this text to be arranged or set out?” Chart the students’ responses on a bubble chart.

•	“Let’s read this text to see if it is set out as we expect.”
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## During the Reading

•	You may prefer to use a shared reading approach for this article.
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## After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students' predictions about the text, creating further bubbles and adding information if appropriate.
•	Ask the students to mime the actions of the following words: "mix", "cut", "make", "glue", "collect". Ask them to find these words in the text under the heading "Some Ideas". "Does anyone know what we call these action words?" (verbs)
•	Write the word "background" on a chart and ask the students what they notice about this word. "Does anyone know the name we give to these words?" (compound words). Ask the students to find other examples of compound words in the text and list them on the chart.
•	Discuss with the students their ideas for making collage pictures.

## Suggested Activities

You may like to suggest 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 Presenting	<ul style="list-style-type: none"> <li>respond to meaning in text;</li> <li>use layout to present ideas using verbal and visual features.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, make collage pictures.</li> </ul>
Personal Reading Viewing <ul style="list-style-type: none"> <li>exploring language</li> <li>thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>practise reading strategies;</li> <li>understand that communication involves verbal and visual features.</li> </ul>	<ul style="list-style-type: none"> <li>read a range of picture books, viewing the illustrations to identify the media and technique used by the artist.</li> <li>share their findings within the group.</li> </ul>

## Links with Other School Journal Titles

*Āku Taonga – My Treasures* (SJSJL 1997); "Bird Beaks and Monster Mouths" 1.1.92; "Make a Face" 1.2.99; "Patterns from Fruit" 1.1.95

## School Journal Catalogue Categories

Activities

Craftwork

## Cross-curricular Links

The Arts: The Visual Arts

## Associated Websites

# Move That Tree!

article and photographs by Sharon Holt

## Overview

This factual recount tells how a large Phoenix palm tree is moved from a small Waikato town to a commercial area in Auckland. This article would be suitable for use with older children.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

•	The structure of the text as a recount in diary form
•	The use of the past tense and the chronological order of events
•	The use of italics in the introductory paragraphs and in the caption for the last photograph
•	The subject-specific vocabulary: “helmet”, “safety glasses”, “ earmuffs”, “trench digger”, “winch”, “truck”, “chain”, “crane”
•	The inclusion of a footnote.

## 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’ prior knowledge of plants and trees
•	The students’ prior knowledge and experience of heavy machinery
•	The photographs that accompany the text
•	The students’ ability to construct meaning from the text in the sections under “MONDAY” and “TUESDAY”
•	Words and concepts that some students may find challenging: “pinned”, “survive”, “taut”, “revved”, “completely”, “attached”, “damaged”, “connected”, “company”.

## Introducing Students to the Text

•	Before distributing the journals, introduce the title of the article and ask the students why people might want a tree moved from their property.
•	Read the introductory paragraphs in italics aloud to the students.
•	Locate Kihikihi and Auckland on the map and discuss the distance the tree has to travel.
•	Distribute the journals, allowing the students time to view the photographs.
•	During discussion of the photographs, introduce the specialised vocabulary that refers to safety gear and machinery.
•	Set a purpose for the reading. Read the “SATURDAY” and “MONDAY” sections and think about the steps taken to cut the tree out.

## During the Reading

•	Discuss and list the steps the men take to cut the tree out. You may need to represent some steps visually or demonstrate what they did.
•	Clarify the meaning of any challenging words, for example, “taut” and “revved”.
•	Ask the students to finish reading the article to find out how the tree was lifted and moved.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss the steps taken in the “TUESDAY” section to lift and move the tree, constructing meaning from the text.
•	“Why would the owners of the new office block go to all this effort and expense to acquire a tree?”
•	Discuss the advantages of the tree’s removal from the points of view of the family, the owners of the office block, and conservation.

## Suggested Activities

You may like to suggest 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 Interpersonal Listening Presenting • thinking critically	<ul style="list-style-type: none"> <li>clarify meaning;</li> <li>recall main ideas;</li> <li>present ideas.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, draw a labelled diagram of one part of the process.</li> <li>in pairs, use dough and wire or nylon fishing line to make a model of the truck and the rope cutting the ground.</li> </ul>
Close Reading Presenting • thinking critically	<ul style="list-style-type: none"> <li>respond to meaning and ideas;</li> <li>communicate ideas using drama.</li> </ul>	<ul style="list-style-type: none"> <li>mime the sequence of actions from Saturday through to Tuesday. They could then present their mimes to the group or class.</li> </ul>
Transactional Writing • processing information	<ul style="list-style-type: none"> <li>locate and present information.</li> </ul>	<ul style="list-style-type: none"> <li>email or fax local garden centres to ask about the availability and cost of large Phoenix palm trees. They could then share their findings with the class.</li> </ul>

## Links with Other School Journal Titles

“Battle of the Monster Trucks” 1.2.97; “The Long Night Haul” 1.5.90; “Milking Trees” 2.4.92; “Down Comes a Tree” *Junior Journal 10*; “What Holds the Sky Up?” 1.4.93

## School Journal Catalogue Categories

Jobs

People at Work

Trees

## Cross-curricular Links

Science: Making Sense of the Living World (Levels 2 and 3)

Technology: Structures and Mechanisms

Associated Websites

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# Show Time

by David Hill

## Overview

Show and Tell becomes Show and Yell when Slade takes his spider to school. Chaos and mayhem ensue, and everyone, including Slade, is fooled when he loses “the spider”. The children should enjoy the humour in this story.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

•	The structure of the text as a narrative told in the third person
•	The use of dialogue
•	The use of the past tense
•	The use of incomplete sentences, for example, “ ‘Wait ...’ went Ms Kape.”
•	The humorous twist at the end.
•	The illustrations in watercolour with pen and ink details

## 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 familiar settings within the home and school
•	Prior experiences of “Show and Tell” sessions
•	The choice of proper nouns used
•	Words that some students may find challenging: “special”, “earn”, “vanished”, “gasp”, “eraser”

## Introducing Students to the Text

•	Introduce the title. Ask the students to recall, in pairs, their experiences of Show and Tell.
•	“Can anyone remember a special or unusual Show and Tell session?” Use a “think, pair, share” technique for group discussion. You may want to chart the students’ responses.
•	Tell the students that Ms Kape asks the Room 5 children to bring something interesting from the garden for Show and Tell. Ask the students to predict what the children might bring.
•	Ask the students to read to “Can I have something to put it in?”

## During the Reading

•	Check the students’ predictions with what happens in the text.
•	“What do you think might happen when it’s Slade’s turn for Show and Tell?” Think, pair, and share the students’ predictions.
•	Ask the students to read to “Stop and sit down” to check their predictions with the text.
•	“How do you think Slade feels about his Show and Tell turn?” “Where do you think the spider is?”
•	Read to the end of the story to find out what happened.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	“What did you enjoy most about this story?” Encourage the students to identify and discuss the elements of humour.
•	If it hasn't already arisen, discuss the writer's choice to use a twist to end the story.
•	Refer to the conventions of direct speech, using examples from the text.
•	Refer to the incomplete sentence “ ‘Wait ...’ went Ms Kape” and ask the students for suggestions to complete it. Chart the students' responses.

## Suggested Activities

You may like to suggest 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 Close Reading • thinking critically	• respond to meaning in text.	• in pairs, discuss and write endings for Ms Kape's incomplete sentences.
Personal Reading	• read for enjoyment; • practise reading strategies	• read a range of humorous stories.

## Links with Other School Journal titles

“A Close Call” 3.3.98 (tape 99112, side 1); “Bits in a Jar” 2.1.91; “Shona Wilson's New Tennis Ball” 2.3.94; “The Tiger” *Junior Journal 21*; “Under Mum's Feet” *Junior Journal 21*; “The Voice Down the Drain” *Junior Journal 7*

## School Journal Catalogue Categories

Humorous Stories

## Associated Websites

Spiders – Lesson Overview <http://www.discovery.com/exp/spiders/spiders.html>

# Sweet Peas

by Mandy Hager

## Overview

Grandad asks Mihi and her friend to pick the peas for tea. Temptation proves too much for the children who keep tasting ... and tasting.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

•	The text based on personal experience and told in the first person
•	The element of humour
•	A variety of sentence structures: simple, compound, and complex, (see pages 79–81 of <i>Exploring Language</i> )
•	The use of figurative language: similes and alliteration
•	The use of dialogue
•	Superlative adjectives: “fattest”, “sweetest”
•	A range of punctuation, including exclamation marks, question marks, semicolons, and ellipses.

## 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 vegetable gardening
•	The students’ knowledge of plants
•	The students’ understanding of mathematical concepts of size, ordinal number, sorting, and classifying
•	The meaning of such expressions as “ he had green fingers”
•	The vocabulary used, which is within the experience of most students reading at this level

## Introducing Students to the Text

•	Discuss with the students which vegetables they like. “Who has grown vegetables or visited gardens where vegetables are grown?” Think, pair, and share the students’ experiences.
•	Introduce the title and ask the students what they know about growing peas. Use this discussion to introduce some of the vocabulary, such as “pea pod” and “sweet” and to consider the appearance of pods and of peas in the pod.
•	Ask the students to read to “I was getting pretty full!” and find out how the girls picked the peas and what the peas and pods reminded them of.

## During the Reading

•	Discuss what the girls did as they picked the peas. “What words in the text tell you?” What were the girls reminded of?
•	Discuss the simile “... like Mum’s pearl necklace – only green”. Ask the students to find another example.
•	“Did the girls enjoy picking fresh peas?” “What words in the text tell you?”

•	“What do you think Mihi’s Grandad meant when he said he had ‘green fingers’?”
•	Refer the students to the paragraph with italics. Discuss how the girls are sorting the pods and tasting the peas.
•	Ask the students to predict what might happen next and then read to the end of the story to find out if their predictions are correct.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss what happened at the end of the story. “What did Grandad think about what the girls had done?” “What makes you think that?”
•	Ask the students if they’ve had a similar experience when they couldn’t stop eating something they liked. Think, pair, and share their experiences.
•	Discuss the different ways the girls sorted the peas: in groupings of ten, by size, and by taste.
•	Refer the students to the adjectives used for comparison in the text and ask them to complete a chart similar to this:

\_\_\_\_\_    \_\_\_\_\_    fattest

dry    \_\_\_\_\_    \_\_\_\_\_

•	You might add the following adjectives to the chart for the students to complete: “sweetest”, “juicy”, “tiny”, “smallest”.
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## Suggested Activities

You may like to suggest 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 • thinking critically • exploring language	• select and read for enjoyment and information; • practise reading strategies.	• read a range of texts, both fiction and non-fiction, about gardens and plants.
Interpersonal Listening Interpersonal Speaking Using Texts • thinking critically • processing information	• respond to texts, relating them to personal experience; • interpret and present information.	• as a group, share stories that they have enjoyed and information that they have gathered from non-fiction texts.

## Links with Other School Journal Titles

“The Cabbage Patch Trick” 1.1.91; “Carrot Counting” 2.3.93; “Growing My Name and Eating It” 1.3.90; “Finding Breakfast” 1.2.94; “Nine Lemons” 2.4.90; “The Truth about Brussels Sprouts” 1.3.97; “One Potato, Two Potatoes – Heaps of Potatoes” *Junior Journal 19*

## School Journal Catalogue Categories

Humorous Stories

Gardening

Vegetables

## Cross-curricular Links

Science: Making Sense of the Living World

Health and Physical Education: Food and Nutrition

## Associated Websites

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# The Cats and the Cheese

by Jane Buxton

## Overview

Children should enjoy this humorous play in which a cunning old cat outwits two younger cats and keeps their cheese for himself.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

•	The conventions of a play: a list of characters provided at the start, the stage directions in italics, the dialogue for each character
•	The mathematical language and concepts about measurement
•	The use of bold type for emphasis
•	The element of humour, involving trickery.

## 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.

•	Familiarity with reading plays
•	The students' experiences of reading tales that involve animals and trickery, for example, <i>Brer Rabbit</i> , <i>The Hare and the Tortoise</i> .
•	The students' knowledge of measurement involving non-standard units
•	The manageable length of the text
•	Words that some students may find challenging: “wise”, “amount”, “weigh”, “heavier”
•	The students' ability to construct meaning from the stage directions.

## Introducing Students to the Text

•	Explain to the students that this play is about two hungry cats who decide to share two pieces of cheese that they find. They enlist the help of another cat, Wise Old Tom, to help them to share the cheese equally.
•	Ask the students to predict how the cheese will be shared equally between the two cats. You may want to chart their predictions.
•	Introduce the title and allow the students time to view the illustrations on the first two pages before asking them to read “WISE OLD TOM comes in” to check their predictions.

## During the Reading

•	Discuss how Wise Old Tom might help.
•	Adopt a shared reading approach through to “WISE OLD TOM: Meow! It's very odd” asking the students to mime the stage directions as you read them.
•	Ask the students to read the rest of the text silently.

## After the Reading: Responding to the Text

## Possible focuses for discussion

•	Discuss whether the students' predictions about sharing the cheese matched what happens in the text.
•	With reference to the text, discuss the various ways the cats tried to measure the cheese.
•	Ask the students, in pairs, to think of another name for Wise Old Tom.
•	Ask the students what props and costumes they would need to perform the play.

## Suggested Activities

You may like to suggest 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>
• Presenting	• respond to meaning and present ideas.	• make masks to represent the characters.
Using Texts Presenting • exploring language • thinking critically	• read aloud informally and for an audience; • communicate ideas using mime and drama.	• practise reading the play and then perform it for their peers.
Personal Reading	• read for enjoyment; • practise reading strategies.	• read a range of folk tales that involve animals and trickery.

## Links with Other School Journal Titles

“Chee! Chee!” 1.4.94; “Is Brer Rabbit Mighty Strong?” 1.2.95; “Fox and Lion” *Junior Journal 9*; “The Fox with Good News” 1.5.89; “The Mouse and the Elephants” *Junior Journal 8*; “Helping Each Other” 1.2.90; “White Rabbit and the Sharks” 1.5.91

## School Journal Catalogue Categories

Humorous Plays

Cats

Talking Animals

Traditional Stories

## Cross-curricular Links

Mathematics: Measurement

## Associated Websites

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