

Zoo Babies

by Penny Bailey

Overview

This article explains how zoos around the world co-operate to breed endangered animals. Wellington Zoo plays an important part in this programme. The article gives the reasons why Sumatran tigers, red pandas, and chimpanzees are endangered.

Features to Consider in Context

•	The organisation of information in paragraphs
•	The use of the present tense
•	The use of a numeral to signal a footnote
•	The proper nouns used for the names of animals, countries, and zoos.

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

•	The high interest level of the text
•	The students' experiences of visiting zoos
•	The students' knowledge of endangered animals
•	The photographs that accompany the text
•	The considerable number of locations mentioned in the text: zoo locations, habitats
•	Words and concepts that some students may find challenging: "endangered", "extinct", "breed", "records", "variety", "healthy", "Sumatran", "Taronga", "habitat", "destroyed", "successfully", "Johannesburg", "Adelaide", "chimpanzees", "range", "laboratory", "testing", "forests are cleared", "healthy future".

Introducing Students to the Text

•	Ask the students what they know about endangered animals. "What does 'endangered' mean?" "Why are some animals endangered?" "What kinds of animals are endangered?" Use a think, pair, and share technique to encourage discussion. Chart the students' responses as Before Views.
•	"What can be done to help endangered animals?" Ask the students to generate some solutions, adding these to the chart.
•	Introduce some of the vocabulary during this discussion: "extinct", "breed", "habitat", "destroyed".
•	Share the purpose for reading. Tell the students you want them to read this text to find out why Sumatran tigers, red pandas, and chimpanzees are endangered and what zoos around the world are doing to help save them.
•	Ask the students to silently read to "around the world" to check their ideas about endangered animals.
•	There are about 250 Sumatran tigers in zoos around the world."

During the Reading

•	Compare the students' ideas with the text. Focus especially on the breeding programmes in zoos as part of the solution.
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•	Use a world map to locate the movement of Cantik’s family, emphasising the habitat and the zoo locations. “Why do you think the zoos move the animals around?” (It is due to the need for variety to breed healthy babies.)
•	Draw attention to the different ways the author clarifies the meaning of words: the explanation of the word “endangered” in the first paragraph and the use of the footnote to give the meaning of “habitat”.
•	“What else have we learned about why animals are endangered?”
•	Ask the students to silently read to the end of the text to see if they can find other reasons why animals like red pandas and chimpanzees are endangered.

After the Reading: Responding to the Text

Possible focuses for discussion

•	“Can we add anything to the chart?”
•	With reference to the text, discuss the reasons that red pandas and chimpanzees are endangered and add relevant information to the chart.
•	Discuss the concept of laboratory testing (for example, cosmetic products and medical cures). “What is your opinion? Why do you think that?”
•	“What do you think the author means by the words ‘healthy future’?”
•	“What else do you want to know about the breeding programmes of the Auckland, Hamilton, and Wellington zoos?” Ask the students, in pairs, to brainstorm some questions.

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 Presenting • processing information	<ul style="list-style-type: none"> clarify and retrieve information; use visual texts to present information. 	<ul style="list-style-type: none"> in pairs, chart on a world map the movement of one group of animals from their habitat to zoos around the world. Use an overhead transparency to present the information to the class.
Interpersonal Speaking Transactional Writing • exploring language • processing information	<ul style="list-style-type: none"> respond to ideas in text; use appropriate technology. 	<ul style="list-style-type: none"> in pairs, use the Internet to find answers to the questions brainstormed earlier.
Interpersonal Speaking • processing information	<ul style="list-style-type: none"> interpret and present information. 	<ul style="list-style-type: none"> in pairs, collate the information they have retrieved about the breeding programmes in various zoos and present it orally to the class.
Viewing • exploring language	<ul style="list-style-type: none"> respond to meaning and ideas; understand that communication has verbal and visual features. 	<ul style="list-style-type: none"> in pairs, write captions for the photographs in the article.

Links with Other School Journal Titles

“Feeding the Kakapo” 2.3.92; “Sleepy Koalas” 1.5.99; “Trees for the Birds” 2.4.97

Journal Search Categories

Animals

Conservation

Endangered Species

Cross-curricular Links

Science: Making Sense of the Living World

Social Studies: Place and Environment

Associated Websites

Wellington Zoo www.wellingtonzoo.com <http://www.wellingtonzoo.com>

Auckland Zoo www.aucklandzoo.co.nz <http://www.aucklandzoo.co.nz>

SchoolWorld’s Endangered Species Project <http://www.schoolworld.asn.au/species/species.html>

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The Mousetrap

by Janet Pereira

Overview

Dad is a “softie”. He doesn’t like to kill anything, so when a mouse invades the cupboard, the family is faced with a dilemma. Dad’s solution is to build a “mouse friendly” trap. This humorous narrative has an ending that leaves you still wondering.

Features to Consider in Context

•	The structure of the text as a narrative told in the first person
•	A range of sentence structures that includes complicated sentences, for example, “On Tuesday, after school, there was Dad again, madder than ever.”
•	The conventions of direct speech
•	The conversations between characters
•	The use of contractions to heighten the effect of conversational language
•	The ending, which leaves the reader to make inferences about the fate of the mouse.

Readability

Noun frequency level: 7–8 years

Suggested level: 8–8.5 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 familiar family setting that includes conversations
•	The students’ experiences of the use of mousetraps in their homes
•	The element of humour
•	The use of colloquialisms, for example, “softie” “Mission accomplished”, “told you so’ look”, “You’re nuts”, “Wouldn’t have a clue”
•	Words and concepts that some students may find challenging: “cockles”, “mouse droppings”, “invention”, “impressed”, “exactly”, “discovered”, “Mission accomplished”, “reckoned”, “lowered”.

Introducing Students to the Text

•	Brainstorm with the students what they know about household pests. “How do we know that pests are in our homes?” “How do we get rid of them?” Introduce some of the vocabulary during this discussion: “mouse droppings”, “invention”, “reckoned”.
•	If it hasn’t already been mentioned, introduce the idea of a mousetrap. (You could have a traditional mousetrap to show the students.)
•	“Can you think of some ways that you could use to control pests without actually killing them?” Use a think, pair, and share technique for this discussion.
•	Introduce the term “softie” and describe someone you know who fits that description. Ask the students if they can think of someone they know who is “a softie”.
•	Introduce the title and set a purpose for reading. Ask the students to read to “Mission accomplished,” he said. (page 11) to find which words tell us that Dad is “a softie”.

During the Reading

•	With reference to the text, clarify the meaning of “a softie”.
•	Discuss any other vocabulary needing clarification.
•	Discuss the design of Dad’s mousetrap. With reference to the text, discuss with the students how it might be different from the usual mousetrap.
•	Ask the students to predict what “stage two of Dad’s plan” might be. “What might happen next?”
•	Ask the students to read the rest of the text to check their predictions about “stage two of Dad’s plan”.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Clarify what stage two of Dad’s plan was. Ask the students if their predictions matched what happened in the text.
•	“What was the problem with the plan?”
•	Why does Mum “... reckon that mouse is the luckiest mouse in the whole world”?
•	“It didn’t take long for the whole story to come out.” Ask the students, in pairs, to role-play Mani telling his story to Dad.
•	Ask the students, in pairs, to think of another title for this story.
•	Discuss the meanings and use of colloquialisms in the story like “Mission accomplished”, “told you so’ look”, “You’re nuts”, “Wouldn’t have a clue”.

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>
Using Texts <ul style="list-style-type: none"> exploring language thinking critically 	<ul style="list-style-type: none"> draw on background knowledge and experience to express meaning and ideas. 	<ul style="list-style-type: none"> in pairs, use a co-operative learning technique to retell the story from the point of view of the mouse.
Interpersonal Speaking Presenting <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> combine verbal and visual features to communicate ideas. 	<ul style="list-style-type: none"> in pairs, design and label a mouse-friendly mousetrap.

Links with Other School Journal Titles

“Baby Mice” 1.5.90; “Getting Even” *Junior Journal 17*; “Mouse” *Junior Journal 12*; “Not My Dad” 1.4.95; “Purring” 1.4.97

Journal Search Categories

Family Life

Interaction

Mice

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites

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What Is It?

by Bill Nagelkerke

Overview

The main characters in this humorous play are a group of African animals led by a lion. They become frightened when faced with a vanload of tourists on safari. The play uses a repetitive structure to build the image of a monster in the minds of the animals.

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 in capital letters, stage directions in italics, the dialogue for each character
•	The element of humour
•	The repetitive pattern in the text, with each new character building suspense and humour
•	The change in the lion's attitude as the description of the monster grows
•	The use of repetition to emphasise urgency: "Lion, lion, wake up!" "Yes, yes, yes!"
•	The personification of the animals.

Readability

Noun frequency level: 8–9 years

Suggested level: 7.5–8 years

Supports and Challenges

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

•	The students' prior experiences of talking animals in literature
•	The students' prior experiences and knowledge of stories with repetitive patterns in the story structure, for example, the <i>Hairy MacLary</i> books by Lynley Dodd or <i>Chicken-Licken</i>
•	The students' prior experience of stories with similar settings and animals
•	Words that some students may find challenging: "warthog", "antelope", "kite", "tourists", "safari".

Introducing Students to the Text

•	"Where do you think you might find animals like lions, warthogs, and antelopes?"
•	Introduce the concepts of a safari and tourists, including where safaris take place and what tourists expect to see.
•	Talk about the lion as the king of the beasts. Brainstorm with the students the characteristics that the lion has. You could use a role on the wall chart (<i>The Arts in the New Zealand Curriculum</i> , page 49).
•	Introduce the title and the characters. Ask the students to predict who might be asking the question in the title.
•	Set a purpose for reading. "Let's read this play to find out who asks the question in the title and if our ideas about the king of the beasts fit the lion in the play".

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students if their predictions about the title and the lion matched what happened in the text.
•	“What sort of monster did the animals see?” Ask the students to refer to the text and list the characteristics on a character timeline, for example:
•	“Would this play work best as a radio play or a live performance? Why?”
•	“What props and/or costumes would you need for a live performance?”
•	“If you could change the ending of the play, what would you decide?” Use a think, pair, and share technique for 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.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Presenting • thinking critically	• respond to meaning; • use visual features to communicate ideas.	• using the characteristics listed, sketch the “monster” the animals saw.
Close Reading Presenting • thinking critically • exploring language	• respond to meaning and ideas in text; • use verbal and visual features to communicate ideas through static images.	• in pairs, change the play into a slide show or a comic strip, drawing pictures and adding speech bubbles.
Using Texts • exploring language	• read aloud, adapting spoken language for an audience.	• as a group, practise reading the play aloud informally and for an audience.

Links with Other School Journal Titles

“The Great Human Hunt” *Junior Journal 16*; “The Reflection” 1.5.92; “The Motor Car” 1.3.93; “The Two Heads” 1.5.93

Journal Search Categories

Humorous Plays

Talking Animals

Associated Websites

Noah's Ark

by Alan Bagnall

Overview

This is a humorous poem about the biblical story of Noah and the ark.

•	Read the poem aloud to the students, purely for enjoyment.
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Focus for Discussion

If you decide to explore the poem further:

Thinking Critically

•	“What story is the poem referring to?”
•	“Who is ‘Mr Noah’?” “What is an ‘Ark’?”
•	“What do you think the poet means by ‘the trouble’.”
•	“What do you think the following sayings might mean?”
	• “That’s been around since Noah was a boy.”
	• “Gosh, that looks like something out of the ark.” (clothing, furniture).

Associated Websites

Funny poetry for children www.gigglepoetry.com/ <http://www.gigglepoetry.com/>

Leapfrog

by Jane Buxton

Overview

This simple procedural text gives precise steps on how to use origami to make a leaping frog.

Features to Consider in Context

•	The text structure is a procedure:
•	the title states what is to be made
•	there's a list of the materials needed
•	there's a list of numbered instructions
•	the instructions are in the form of command sentences
•	each instruction starts with an action verb
•	The use of diagrams to support the instructions
•	The use of mathematical terms, for example, "centimetres square", "half".

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' prior knowledge of procedural texts
•	The manageable length of the text
•	The diagrams that accompany the text
•	The students' understanding of mathematical concepts involving measurement, position, and fractions.

Introducing Students to the Text

•	Introduce the title and explain that this text is about making a frog that leaps.
•	Ask the students what sort of text tells you how to make things. "What would you expect to find in this type of text?"
•	Chart the students' responses to the question on a bubble chart.
•	Share the purpose for reading. Ask the students to check if the text is a procedure and if their ideas about the text are correct.
•	Distribute the journals and ask the students to read the text silently.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students if their predictions about the type of text were correct.
•	Ask the students to work in pairs to follow the instructions and make a frog.
•	While they're making the frog, discuss and clarify the mathematical vocabulary.
•	"Did the instructions work?" "Was there anything left out of the text that could have helped you?"
•	Refer to the chart made earlier about instructions.

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| • | “Did the ideas we had apply to this text?” “Have you learned anything else about writing instructions?” |
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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 Close Reading • thinking critically	• adapt text for a specific purpose	• adapt the instructions to make frogs of different sizes; • organise frog races to see which frog jumps the furthest
Presenting • thinking critically • processing information	• work co-operatively to produce text in a different form	• use digital camera to present this procedure as a slide show
Personal Reading • exploring language • thinking critically	• read for a purpose; • practise reading strategies.	• read instructions for other paper- folding activities and make the specific items.

Links with Other School Journal Titles

“Fold a House” *Junior Journal 16*; “Fold a Tree” *Junior Journal 16*; *Fold It* (SJSJL); “How to Make a Paper Cup” 1.2.97; “Make a Birthday Card” 1.2.91

Journal Search Categories

Activities

Craftwork

Handicrafts

Paper Work

Cross-curricular Links

Mathematics: Geometry, Measurement

Technology: Materials technology

Associated Websites

Leap! Frog! <http://english.unitechnology.ac.nz/resources/units/frogs/home.html>

The Grumpy Clock Tower

by Rodney Joyce

Overview

A clock tower with four faces falls into disuse and finally stops when a watchmaker comes to town. With nothing to do all day, the four faces begin to argue. As a result, the townsfolk decide to demolish the noisy clock tower. Luckily for the clock tower, they change their minds, leading to a happy ending for all concerned.

Features to Consider in Context

•	The narrative structure of the text with settings, characters, and a series of events leading to a problem and resolution
•	The personification of the clock
•	The use of short paragraphs
•	The use of the past tense
•	The conventions of direct speech
•	The use of words that describe feelings: “grumpy”, “proudly”, “bored”, “snapped”, “complain”, “sad”, “upset”, “happy”, “smiled”
•	The message within the story, for example: “There’s more than one side to a story” or “Your point of view depends on your view of the world”.

Readability

Noun frequency level: 7.5–8.5 years

Suggested 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 knowledge of clock towers and clock faces
•	The use of repetition, making the text predictable
•	The illustrations that support the meaning in the text.
•	The concept of personification
•	Words and concepts that some students may find challenging: “top of the cliff”, “travellers”, “watchmaker”, “a handy place”, “shrugged”, “snapped”, “crane with a wrecking ball”, “stormed up”, “coat of paint”, “Prime Minister”, “gazing”.

Introducing Students to the Text

•	“Where have you seen a clock tower?” If there are no local examples, discuss the idea of a clock tower and use the illustration in the journal.
•	Discuss the features of clock towers: the four faces, the height to give visibility for travellers and townspeople, and the chimes.
•	Introduce the title.
•	Ask the students to predict what type of text this might be and what characteristics this type of text has. Chart the students’ responses.
•	Share the purpose for reading. Tell the students that when they have read the text, they can decide whether their ideas about the story are correct.

•	Read the first two paragraphs aloud to the students and ask them to visualise each of the clock faces. In pairs, ask the students to think about and share what each face will see.
•	Refer again to the title. Ask the students to predict why the clock tower might be grumpy. “What could the problem be?”
•	Distribute the journals and ask the students to read to “Each one was sure they were right, and their voices became louder and louder” to check their predictions.

During the Reading

•	Discuss whether the students’ predictions match the text and clarify the clock tower’s problem. (Each of the faces has only one point of view and cannot see the points of view of the others.)
•	“How can this problem be solved without destroying the clock tower?” Ask the students to generate solutions to the problem. Use a think, pair, and share technique for this discussion.
•	Ask the students to read to the end of the text to see how the problem is solved.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss the solution to the problem. Did their predictions match the text? Refer to the text to find out what stopped the arguments between the faces.
•	“I wonder why the writer decided to make the clock tower faces like people.” Discuss the concept of personification and how this helps to tell the story.
•	With reference to the text, begin a timeline of the clock tower’s feelings, for example:
•	Ask the students if they can think of experiences in the classroom or playground where people argued because they had different points of view.
•	“I wonder what this story is trying to tell us?”
•	Refer to the chart about story/narrative made earlier. “Do our ideas about the text match this story?” “What else have we learned about narrative?” For example, it generally includes dialogue between characters.

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 Interpersonal Speaking Presenting • processing information	<ul style="list-style-type: none"> respond to the meaning; use a timeline to communicate ideas. 	<ul style="list-style-type: none"> in pairs, complete the timeline of the clock tower’s feelings.
Using texts Close reading • thinking critically	<ul style="list-style-type: none"> use ideas in another context 	<ul style="list-style-type: none"> in pairs, retell the narrative from the point of view of the owner, the watchmaker, or the little girl.
Close Reading Presenting • thinking critically	<ul style="list-style-type: none"> respond to ideas in text and relate to personal experience; present ideas using the visual arts. 	<ul style="list-style-type: none"> if relevant, paint the views seen from the faces of a local clock tower.

<p>Using Texts</p> <ul style="list-style-type: none"> • exploring language 	<ul style="list-style-type: none"> • use fluency and expression while reading aloud informally. 	<ul style="list-style-type: none"> • use sections of the text (for example, the arguing faces, the complaining townsfolk, or the turning, clock faces) to create a readers' theatre.
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Links with Other School Journal Titles

“Daylight Saving Time” 2.2.93; “The Hatosaurus” 1.1.92; “We’ve Flown Past Mars” *Junior Journal 17*

Journal Search Categories

Fantasy

Time

Cross-curricular Links

The Arts: The Visual Arts, Drama

Technology

Associated Websites

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