

# The Plum Tree

by Paora Tibble

## Overview

The fattest, juiciest plums grow at Kuia Mākutu's house. The local children devise a game to pick them but are scared off by Kuia Mākutu. Is she a witch, or isn't she?

## Features to Consider in Context

•	The use of the first person
•	The mixture of English and Māori words
•	Adjectives that show comparison, for example, "fattest", "braver"
•	A glossary
•	Colloquialisms, for example, "Us kids ..."; and a natural language pattern indicated by a large number of contractions, for example, "we'd", "I've", "didn't"
•	The conventions of direct speech.

## Readability: Supports and Challenges

Noun frequency level: 7–8 years

Suggested level: 8.5–9 years

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 collecting fruit from trees
•	The students' prior experiences of wanting something they don't own or of being scared of someone who looks different
•	The glossary translating some Māori words into English
•	The pronunciation of Māori words
•	Concepts associated with Māori language, for example, "Kuia", "koro", "mana"
•	The length of the text
•	Words and concepts that some students may find challenging: "champion", "organise", "famous", "struggled", "porch", "swallow", "grieving".

## Introducing Students to the Text

•	Discuss with the students where fruit like apples and plums come from.
•	Ask the students if they have ever collected fruit from trees or wanted fruit they can't have. Think, pair, and share the experiences.
•	Introduce the title and allow time for the students to look at the illustrations.
•	Discuss the illustrations using words, Māori and English, from the story. Ask the students to predict why Kuia Mākutu is wearing black and chart their responses.
•	Set a purpose for reading. Ask the students to read the first six paragraphs to "... plums as they fell" to find out what the children think about Kuia Mākutu.

## During the Reading

•	Discuss the students' views about Kuia Mākutu and why she might be wearing black.
•	Refer to the glossary and clarify any vocabulary causing difficulty.
•	Ask the students to read to " 'Once we're inside her house, she'll eat us up'" to find any other evidence of why the kuia might be a witch. You might list the reasons given by students.

•	Check the students' predictions made earlier and ask them if they think the kuia really is a witch.
•	Ask them to read to the end of the text to check their earlier predictions.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	“Why does Kuia Mākutu wear black?” Discuss the students' answers and relate them back to the students' charted predictions.
•	Discuss the concepts of grieving, loss, and loneliness with reference to the text from “ ‘Is it true that your mokopuna are dead?’ asked Janey.”
•	Refer to the final paragraph and discuss why “Janey and me and the kuia” are the champions of the street.
•	Refer to one of the adjectives used in the text, for example, “fattest”, and discuss the way it compares the plums, for example, “fat, fatter, fattest”. Ask the students to complete “....., ....., juiciest”.

## 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 • thinking critically	• respond to meaning in text.	• in pairs, reread the text to develop a question for the kuia that will show her attitude or reveal what she thinks, for example, “Why did you laugh like that?”
Interpersonal Speaking Interpersonal Listening • thinking critically • exploring language	• ask questions to clarify understanding.	• ask their questions of the kuia, who will be in the hot seat, with one student taking the part of the kuia. Refer to <i>The Arts in the New Zealand Curriculum</i> , page 48, for information about hot seating.
Interpersonal Speaking Interpersonal Listening • thinking critically • processing information	• clarify and question meanings. • listen and interpret spoken information.	• as a group, identify the problem between the kuia, Tame, and Hinauri, allocate roles, and set up a mediation process to offer solutions. “What happened?” “How do you feel?” “What are the possible solutions?”
Presenting Poetic Writing • thinking critically • exploring language	• use verbal and visual features to communicate ideas. • choose appropriate language.	• design and make a mural of the plum tree and the characters • include speech bubbles that would be characteristic of conversations between the characters.

Links with other School Journal titles

“Birthday Party” 2.3.95; “Let’s Go to the Beach” 1.2.93; “Looking after Grandpa” 1.4.95; “My Grandfather and the Auckland Harbour Bridge” 1.5.91; “Nan and McDonalds” 2.1.97; “The Pig’s Trough” 1.2.92; “The Two Yellow Leaves” 3.1.90

## School Journal Catalogue Categories

Elderly People

## Cross-curricular Links

Health and Physical Education: Relationships with Other People

Associated Websites

copyright © Crown 2002

# Jeremiah's Teeth

by Peter Friend

## Overview

Jeremiah hates the taste of toothpaste. In this humorous story, the problem is solved in a novel way and some information is conveyed about dental hygiene. This story could be used in conjunction with units focusing on healthy eating and dental hygiene.

## Features to consider in context

•	The narrative structure of the text
•	The conventions of direct speech
•	Personification of the teeth and the tongue
•	Attempted words that reflect difficulty with pronunciation
•	A considerable number of compound words: “toothpaste”, “strawberry”, “watermelon”, “lunchtime”, “peanut”, “bedside”, “bathroom”, “toothbrush”
•	The use of adjectives, for example, “long, silvery dental tools”, “strawberry-flavoured toothpaste”.

## Readability: Supports and Challenges

Noun frequency level: 9.5–10.5 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' experiences of cleaning their teeth and using toothpaste
•	The students' experiences of visiting the dental therapist
•	The considerable length of the text
•	The concept of personification of teeth and tongue
•	The concept of “working conditions”
•	Words that some students may find challenging: “insisted”, “silvery”, “patients”, “samples”, “announced”, “torturing”, “filthy”, “regularly”, “incredible”.

## Introducing Students to the Text

•	Give the students time to think, pair, and share their experiences of visits to the dental clinic.
•	Ask the students about their dental hygiene routines. Let the students think, pair, and share the responses in the group.
•	Discuss visits to the dental therapist. “What advice does she or he give you?” Chart the students' responses.
•	During the discussion, introduce words and terms like “silvery tools”, “patient”, “toothpaste flavours”, “cleaned regularly”.
•	Introduce the title and ask the students to look at the illustrations on the first page of the story.
•	Set a purpose for reading. “How does Jeremiah feel about cleaning his teeth and going to the dentist?” Why does he feel like this?
•	Ask the students to read to “ ‘You're welcome,’ said the dentist” to discover what Jeremiah's feelings are and what advice the dentist has for him.

## During the Reading

•	Discuss Jeremiah’s feelings about cleaning his teeth. “What advice does the dentist have for Jeremiah?” Find the relevant parts in the text. Relate the advice Jeremiah received from his dentist to the charted responses made before reading.
•	“Let’s read, ‘I don’t like the taste of toothpaste,’ and pretend our mouths are full of silvery dental tools.”
•	What could happen if Jeremiah never brushes his teeth again? Encourage the students to predict a range of consequences and chart their responses.
•	Read to “I ha’ an idea,” said Jeremiah.
•	Compare the students’ predictions about the consequences of Jeremiah not cleaning his teeth with what actually happened. Add the predictions to the chart if appropriate.
•	Ask the students to predict, in pairs, what Jeremiah’s idea could be. Share responses within the group.
•	Ask the students to read to the end of the story and compare their predictions with the text.

## After the Reading: Responding to the Text

### Possible focuses for discussion

•	“What do you think of the end of this story?” Share the students’ personal responses.
•	Clarify what happened in the text and compare the events with the students’ predictions.
•	“Can you make your tongue shake?– Shudder?”
•	“Show me a toothy grin.”
•	Discuss the concept of “working conditions”.
•	Within the group, allocate the roles of Jeremiah, his tongue, and his teeth. Have the students read the dialogue only (Readers’ Theatre technique) from “ ‘Stop, stop, you’re torturing me’ ,” to “ ‘I ha’ an idea’”, said Jeremiah.”

## 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>
Listening to Texts Interpersonal Speaking • exploring language • thinking critically	• use persuasive language. • adapt spoken language for an audience.	• in pairs, pretend to hold a tooth in their hand and persuade the tooth, providing reasons, to come back into their mouth. • share conversations with the group.
Poetic Writing • thinking critically	• express meaning, drawing on understanding of the text.	• make a sign that a tooth might hold, demanding a particular clean working condition, for example, “We want toothpaste!”, “Two brushings a day!”, “No more filth.”

<p>Interpersonal Speaking</p> <ul style="list-style-type: none"> <li>• thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions to elicit further information.</li> </ul>	<ul style="list-style-type: none"> <li>• write some questions they could ask Jeremiah about his experiences with his teeth and tongue and then “hot seat” Jeremiah. (See <i>The Arts in the New Zealand Curriculum</i>, page 48.)</li> </ul>
<p>Personal Reading</p> <ul style="list-style-type: none"> <li>• exploring language</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy the sounds of language.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, read the poem “Bezzle Bozzle Zup” in this journal and compare it with the language used by Jeremiah.</li> </ul>

### Links with other School Journal titles

“Bugs Bunny” 2.1.94; “No More Toothache” 3.3.92; “Pinaleka’s Loose Tooth” *Junior Journal 17*; “Teething” 1.1.95

### School Journal Catalogue Categories

Teeth

Health

Humorous Stories

### Cross-curricular Links

Health and Physical Education: Personal Health and Physical Development

The Arts: Drama – Developing Practical Knowledge in Drama

### Associated Websites

# Sniffer Dog

by Philippa Werry

## Overview

Isaak is a beagle with an unusual job. This factual account provides information about the work that sniffer dogs do at our international airports. The article would be suitable for using with older students.

## Features to Consider in Context

•	The photographs that accompany the text
•	The use of factual language
•	The considerable number of complex sentences and compound sentences
•	The use of the present tense
•	The convention of an asterisk to signal a footnote
•	The use of headings within the text to organise information.

## Readability: Supports and Challenges

Noun frequency level: 9–10 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	Familiarity with airport procedures
•	The concept of using animals for work
•	The role of the Ministry of Agriculture and Forestry
•	Words and concepts that some students may find challenging: “arrivals hall”, “plant material”, “foreign diseases”, “infect”, “produce”, “suitable”, “energetic”, “reward system”, “incoming passengers”, “conveyer belt”, “quarantine”.

## Introducing Students to the Text

•	“What sorts of animals work for people?” “What jobs do they do?” Introduce the idea of working dogs if it doesn’t come out in discussion. You might want to chart the students’ responses for using later.
•	Ask the students to predict why dogs would work at an airport. “What would these dogs do at the airport?” “Who would the dogs belong to?”
•	Revise decoding strategies. “What will you do if you come to a tricky word?” Encourage a range of responses that include the following: <ul style="list-style-type: none"><li>• Look carefully at the letters: beginning, medial, and final.</li></ul>
•	Use letter-sound knowledge.
•	Use clusters of letters from known words to get to new words.
•	“Does that make sense? Does it look right? Does it sound right?”
•	Think about the meaning. Reread a part of the text or read on and come back to the tricky word.
•	Use the illustrations, photographs, or diagrams.
•	Introduce the title and explain that Isaak is a beagle that works as a sniffer dog. “Why would a sniffer dog be needed at an airport?” Ask the students to skim the photographs before reading the first three paragraphs to check their predictions.

## During the Reading

•	Clarify what Isaak’s job is and have the students check their predictions. “Is his job important? Why?”
•	Brainstorm with the students the qualities a good sniffer dog would have. Chart the students’ responses.
•	Ask the students to read to “ ‘if they don’t enjoy it, they won’t do it!’ “ to find out about Isaak’s qualities.
•	Revisit the chart already brainstormed during reading and add any appropriate facts. Clarify any words causing difficulty.
•	Ask the students to predict what might happen to people who are found to have fruit and plants with them when they arrive at the airport from another country.
•	Ask the students to read to the end of the article to check their predictions.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	“What happened when Isaak found the family with fruit?” Have the students compare their predictions with what happened.
•	“How would you feel if a sniffer dog sat beside your bag?”
•	Use the statement “People bringing fruit or plant material into our country should pay a fine” for students to express points of view. Chart their responses under the headings
•	“Yes, because ...” and “No, because ...”.
•	“Who does Isaak belong to?” “What do we know about the Ministry of Agriculture and Forestry?” “How could we find out more?”
•	“What do we want to know?” Chart students’ questions that they can investigate later.
•	Draw the students’ attention to the asterisk beside “quarantine”. “Why is that there?” Explain that the text at the foot of the page is called a footnote and that the asterisk indicates the footnote is there.

## 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	<ul style="list-style-type: none"> <li>locate sources of information.</li> <li>read for information.</li> </ul>	<ul style="list-style-type: none"> <li>using <i>Journal Search</i> and the library, locate and read articles about other dogs with specific jobs.</li> </ul>
Close Reading Transactional Writing <ul style="list-style-type: none"> <li>processing information</li> <li>exploring language</li> </ul>	<ul style="list-style-type: none"> <li>select and record relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, make short notes about a working dog, organising the information in a list using bullet points.</li> </ul>
Presenting <ul style="list-style-type: none"> <li>processing information</li> <li>thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>present ideas using verbal and visual images.</li> </ul>	<ul style="list-style-type: none"> <li>as a group, present their information on a chart headed “It’s a Dog’s Life”.</li> </ul>

Viewing • processing information	• use a visual text to gain information.	• visit the MAF website (www.maf.govt.nz <a href="http://www.maf.govt.nz">http://www.maf.govt.nz</a> ) to investigate further and find answers to any questions asked after reading.
-------------------------------------	--	--

### Links with other School Journal titles

“Rhys to the Rescue” 1.2.90; “Beagle Report”

*The Secret Lake* JYPW 95; “K9 Search and Rescue” 2.1.96; “Kiwi Dog” *Junior Journal 10*; “Police Dog” SJSL 1996; “Puppy Walking” 2.2.97; “Special Visitors” 2.1.98

### School Journal Catalogue Categories

Dogs

### Cross-curricular Links

Science: Making Sense of the Living World

### Associated Websites

New Zealand Police Dogs <http://www.police.govt.nz/service/dogs/?showservices=1>

# Wheelchair Tennis

by Jane Buxton

## Overview

“Wheelchair Tennis” is an interview with Curtis Smith about his favourite sport. Curtis describes how he plays tennis with able-bodied people, and the tricks he can execute in a wheelchair. This would be an excellent article to use in conjunction with a unit about people with disabilities.

## Features to Consider in Context

•	The format of an interview with questions and answers in sequence
•	Natural language patterns with a number of contractions and colloquialisms, for example, “No way”, “Get real”, “Awesome”
•	The use of the dash
•	The use of commas to break up a list
•	An initial statement in italics
•	The use of specialised language related to disabilities.

## Readability: Supports and Challenges

Noun frequency level: 8.5–9.5 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students’ prior knowledge or experience of people with disabilities and their activities
•	The manageable length of the text
•	The structure of the interview
•	The specialised vocabulary used: “spina bifida”, “able-bodied”, “wheelchair”, “motorised”, “mobile”, “anti-tip bar”
•	Words that some students may find challenging: “easiest”, “ordinary”, “style”, “actually”, “embarrassing”, “competing”.

## Introducing Students to the Text

•	“Do you know anyone who has difficulty using a part of their body?” Discuss peoples’ disabilities and how they overcome them.
•	“What are some sports and activities that people with disabilities participate in?” Chart the students’ responses before asking them which of the listed sports and activities able-bodied people also participate in. Note these with an asterisk on the chart.
•	Introduce the title. Explain that the students are about to read an interview with Curtis Smith, who is in a wheelchair. Ask the students to predict what has happened to Curtis before they read the first two questions and answers to check their predictions.

## During the Reading

•	Compare the students’ predictions with the text.
•	Review the sports and activities chart, adding any further items.
•	Revise decoding strategies with the students. “What will you do if you come to a tricky word?” (See page 11.)
•	“What might be different about playing tennis in a wheelchair?” Let the students think, pair, and share their responses within the group. Chart their ideas.
•	Ask the students to read to the end of the text to check their predictions about wheelchair tennis.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	Revisit the chart made during reading to compare the students' predictions with the text, referring back to the text if necessary.
•	Have the statement "People with disabilities should not play physical sports like rugby" on a chart with the subheadings "Yes, I agree because ..." and "No, I disagree because ...". Ask the students, in small groups of three or four, to state their opinions for and against the statement. After discussion, these responses can be charted and shared within the whole group.
•	Discuss the advantages and disadvantages of playing tennis in a wheelchair.
•	"If you were going to play four square on cushions, what rules would you need?" Think, pair, and share responses within the group and chart one or two rules for the game.

## 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 Interpersonal Listening Transactional Writing • thinking critically	• interact with others to discuss, clarify, and present information.	• in small groups, develop further rules for Cushion Four Square.
Transactional Writing Interpersonal Speaking Interpersonal Listening • exploring language • processing information	• write instructions. • interact with others to interpret and present information.	• write instructions for playing Cushion Four Square. • as a group, play the game before teaching it to another group.
Personal Reading	• practise reading strategies.	• read further articles and stories about individuals with disabilities.
Presenting	• communicate ideas using verbal and visual images.	• use the computer to design a poster to promote Cushion Four Square.

## Links with other School Journal titles

"Fred and his Amazing Night-time Powers" 3.2.96; "Hitting the Ball without Seeing It" 3.3.93; "I'm No Different from the Rest" 4.2.93; "Scott McKenzie, Skydiver" 2.1.97; "The Skateboard Ramp" 3.3.95 (tape 95174 side 2)

## School Journal Catalogue Categories

Disabled Persons

Handicapped Persons

## Cross-curricular Links

Health and Physical Education: Relationships with Other People

Technology Social Studies: Social Organisation

Associated Website

copyright © Crown 2002

# Clay Candleholders

by Jan Trafford

## Overview

This text explains how Phebe and Sephrah make some animal-shaped candleholders to sell at the Saturday market, where their mum sells her pots. But will their clay candleholders survive the 1000 degree heat in the kiln? Will anybody want to buy Penguin and Dog? Teachers may find it useful to have a piece of pottery to show to students.

## Features to Consider in Context

•	The inclusion of procedural and explanatory text
•	The use of the present tense
•	The use of dialogue
•	The use of concise language in short paragraphs
•	The use of measurement terms related to temperature and time
•	The considerable number of compound words, for example, “candleholders”, “cardboard”, “teapots”, “overnight”, “fingerprints”, “waterproof”, “doughnuts”.

## Readability: Supports and Challenges

Noun frequency level: 9–10 years

Suggested level: 9.5–10.5 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students’ experiences of working with clay or playdough
•	Experiences related to visiting markets
•	The photographs that accompany the text
•	The concepts associated with firing clay, for example, extremely high temperatures
•	The use of specialised vocabulary, for example, “wheel”, “slip”, “kiln”, “bisque firing”, “glaze”
•	Words that some students may find challenging: “tongue”, “moisture”, “liquid”, “material”, “buskers”, “instruments”, “favourite”, “least”.

## Introducing Students to the Text

•	“Has anyone been to a market?” Discuss what happens there. “Why do people enjoy going to markets?”
•	“What things can you buy made of clay?” “Where does clay come from?” “Have you made anything with clay?” “What did you do?” Chart what the students know about working with clay.
•	Introduce the title and discuss the photographs with the students, using some of the specialised vocabulary.
•	Revise decoding strategies. “What will you do if you come to a tricky word?” Encourage a range of responses that include the following:
•	Look carefully at the letters: beginning, medial, and final.
•	Use letter-sound knowledge.
•	Use clusters of letters from known words to get to new words.
•	“Does that make sense? Does it look right? Does it sound right?”
•	Think about the meaning. Reread a part of the text or read on and come back to the tricky word.

	<ul style="list-style-type: none"> <li>Use the illustrations, photographs, or diagrams.</li> </ul>
<ul style="list-style-type: none"> <li>Set a purpose for reading. Ask the students to read to “And it’ll take another six hours!” to find out what Sephrah and Phebe do to make their candleholders.</li> </ul>	

### During the Reading

<ul style="list-style-type: none"> <li>“Which parts of the text sound like a story?” “Which parts tell how Sephrah and Phebe made their candleholders?”</li> </ul>	
<ul style="list-style-type: none"> <li>“Could we write some instructions for making the candleholders?” Ask the students to reread the text from “First of all,” to “ the girls put their candleholders in.” and be ready to respond with instructions.</li> </ul>	
<ul style="list-style-type: none"> <li>Chart the instructions from the students’ responses. Keep the instructions brief, for example: (1) Roll out some clay. (2) Wrap it around a cardboard cone.</li> </ul>	
<ul style="list-style-type: none"> <li>Compare the steps charted from the text with the students’ responses about working with clay charted earlier. Are there any similarities?</li> </ul>	
<ul style="list-style-type: none"> <li>Clarify any vocabulary that is causing difficulty.</li> </ul>	
<ul style="list-style-type: none"> <li>“Do you think the candleholders will sell?” “What price should be charged?”</li> </ul>	
<ul style="list-style-type: none"> <li>“Read to the end of the article and find out what else is sold at this market.”</li> </ul>	

### After the Reading: Responding to the Text

#### Possible focuses for discussion

<ul style="list-style-type: none"> <li>Discuss the items sold at the market. “Why do you think a market is a good place to sell certain items?”</li> </ul>	
<ul style="list-style-type: none"> <li>“Why did the girls glaze their candleholders?”</li> </ul>	
<ul style="list-style-type: none"> <li>“What are some problems that can occur when working with clay?” Think, pair, and share the responses. Refer back to the text if necessary.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss problems that can occur when working with clay and during firing.</li> </ul>	

### 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 <ul style="list-style-type: none"> <li>processing information</li> <li>exploring language</li> </ul>	<ul style="list-style-type: none"> <li>identify information.</li> <li>write a list.</li> </ul>	<ul style="list-style-type: none"> <li>reread the text to list the materials needed to make the clay candleholders.</li> </ul>
Close Reading Transactional Writing <ul style="list-style-type: none"> <li>processing information</li> <li>exploring language</li> </ul>	<ul style="list-style-type: none"> <li>read for information.</li> <li>write instructions.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, complete the instructions for making the clay candleholders.</li> </ul>
Expressive Writing <ul style="list-style-type: none"> <li>exploring language</li> <li>thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>make choices in language that are appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm adjectives that could persuade people to buy a candleholder, for example, “handmade”, “cheap”, “beautiful”, “ideal gift”.</li> </ul>

Presenting • exploring language • thinking critically	• present ideas, using simple layout. • combine words and images to make meaning.	• use a computer program to make an advertisement to sell the candleholders.
Presenting	• communicate ideas, using elements of drama.	• in pairs, use role-play and mime to represent a sculptor moulding a piece of clay (the “sculptor” will not directly touch the clay). • present role-plays to the class.
Interpersonal Speaking Transactional Writing • exploring language • processing information	• ask questions to elicit further information.	• as a group, discuss and ask questions about an aspect of pot making.

### Links with other School Journal titles

“Exquisite!” 4.1.97; “Nadia Paints her Face” 1.1.97

### School Journal Catalogue Categories

Arts and Crafts

Hobbies

### Cross-curricular Links

The Arts: The Visual Arts – Developing Practical Knowledge

Technology

### Associated Websites

# Here Is the News

by Philippa Werry

## Overview

In this play, two news presenters are competing for the job. Circumstances change when a tiger escapes from the local zoo and a cunning reporter steals the limelight and becomes a star.

## Features to Consider in Context

•	The element of comedy
•	The use of natural language patterns, indicated by a large number of contractions
•	The conventions of a play
•	The use of alliteration, for example, “tornadoes, typhoons, and tragedies”
•	Words in bold print to signal expression
•	Words that are spelt differently yet sound the same, for example, “Travis” and “Travers”.

## Readability: Supports and Challenges

Noun frequency level: 10–12 years

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	Familiarity with watching television programmes that have more than one presenter
•	Familiarity with the form of a play
•	General knowledge about jobs related to television news and about the location of countries and towns
•	Words and concepts that some students may find challenging: “opinion polls”, “fan mail”, “mayhem”, “chaos”, “newsflash”, “details as they come to hand”, “light relief”, “high drama”, “update”, “vast experience”, “civil emergency training exercise”.

## Introducing Students to the Text

•	Introduce the title only and ask the students what this relates to.
•	“What television programmes do you watch that have presenters?” ( <i>What Now?</i> , <i>Open Sesame</i> )
•	Introduce the list of characters. “What preparation for the programme would newsreaders do?” “What jobs would a producer and reporter do?”
•	“What problems might the newsreaders, Sandy and JJ, have?” Let the students think, pair, and share responses within the group.
•	Ask the students to read to “Sandy: and The News!” to find out what the problems are.

## During the Reading

•	Discuss the problems that have occurred and compare them with the students’ earlier predictions.
•	Discuss the use of alliteration and its purpose. Refer to “I want tornadoes, typhoons, and tragedies.”
•	Set a purpose for reading. Ask the students to read to “... Trevor – ah – Trevor Travels” to find other examples of alliteration. Chart the students’ responses.
•	Read Travis Travers’ first lines to the students. “How do you think Travis Travers will cope with the two argumentative newsreaders?” Think, pair, and share responses on a chart titled “He might:”
•	Ask the students to read to the end of the play to check their predictions.

## After the Reading: Responding to the Text

### Possible focuses for discussion

•	Clarify with the students what happened in the play compared with their predictions. “Who is the star now?”
•	Reread parts of the text with the students to clarify if necessary why Travis Travers wants to be a newsreader.
•	Clarify terms like “news flash”, “details as they come to hand”, “light relief”, “high drama”, and “update” by asking the students, in pairs, to reread an appropriate part of the text and clarify and explain the meaning of the term to others in the group.
•	Ask the students how they think this play might be best presented: live, audiotaped or videoed. What props would be needed?

### 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 • exploring language	• read aloud, adapting spoken language for an audience.	• as a group, read the play aloud.
Viewing Interpersonal Speaking Interpersonal Listening • processing information	• respond to meaning, describing verbal and visual features.	• view excerpts of news reports to observe how presenters interact. Discuss their findings in the group.
Viewing • exploring language • thinking critically	• understand that communication involves verbal and visual features that have conventionally accepted meanings.	• view news reports to identify newsflashes on breaking news, updates, and examples of live reporting.
Interpersonal Speaking Interpersonal Listening Transactional Writing • processing information	• ask questions and listen to and interpret information.	• conduct an opinion poll among their classmates to identify a popular television presenter. Find out why they are popular.
Presenting Using Texts • processing information • interpret and present information.	• convey meaning clearly and accurately.	• share their findings, using graphs, with the class.

### Cross-curricular Links

Social Studies: Process (Inquiry, Values Exploration, and Social Making)

The Arts: Drama

### Associated Websites



# Bezzle Bozzle Zup

by Pauline Cartwright

## Overview

This poem emphasizes the fun that can be had with inventing language using sounds, letter patterns, and rhyme.

The poem should be read purely for enjoyment. Students could read it in pairs a couple of times and then attempt to write a verse themselves.

copyright © Crown 2002