

# How Fire Came to Sāmoa

retold by Makerita Urale

## Overview

This Sāmoan legend explains how fire came to Sāmoa. Because of a young boy's bravery, people can now cook their food as well as eating it raw.

## Features to Consider in Context

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

•	The conventions of legends: good triumphing over evil, the heroic qualities (“clever and brave”) of the main protagonist, an explanation for some kinds of natural phenomena
•	The narrative structure of the text, with settings, characters, and a series of events leading to a problem and resolution
•	The use of short paragraphs
•	A variety of sentence structures – complex sentences, simple sentences, compound sentences, and direct and indirect speech
•	The use of commas for a range of reasons, for example, to separate words in a list and to separate clauses
•	The use of dialogue between characters
•	The mixture of Sāmoan and English words.

## Readability: Supports and Challenges

Noun frequency level: 8–9 years

Suggested level: 9–9.5 years

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

•	Familiarity with legends
•	The students' prior knowledge of Pacific culture and traditional beliefs
•	The pronunciation of Sāmoan words
•	The power of the illustrations that accompany the text
•	Concepts that some students may find challenging: underground world, plantation, dawn, rainforest, “Rock, divide!”, wondrous, lush, working like a slave, tending the crops, talo, yams, breadfruit, cocoa beans, nonu trees, sniffing the air curiously, a covered umu, pinning Mafui'e's arms to her back, Ti'iti'i tightening his grip
•	Words that some students may find challenging: “couple”, “continually”, “amazement”, “mischievous”, “pleaded”, “fury”, “fierce”, “celebrated”

## Introducing Students to the Text

•	Refer to legends that the students might have heard of previously and ask them what they know about legends. Chart their responses.
•	Introduce the title and ask the students to predict where fire could have come from a long time ago. Chart their predictions.
•	“There are some tricky words in this story.” Discuss with the students the strategies they could use to solve these difficult words.
•	Read the first four paragraphs aloud to the students. Ask them to look at the illustration while they listen to learn what they can about the setting and the characters.

## During the Reading

•	Discuss the settings, the characters, and their possible problems.
•	Draw the students' attention to paragraph four. Ask the students why they think Talaga could be so tired. "Where does he go, and what does he do all day?" "What might Ti'iti'i do if he's worried about his father?"
•	Ask the students to read to "... his wide eyes searched the huge plantation" to check their predictions. Compare the students' predictions with the text.
•	Confirm that the students understand the concept of a plantation and discuss the different crops mentioned in this story. (Some students may not have heard of such plants before.)
•	"Why is Talaga so frightened? What might happen next?" 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

•	Refer back to the prediction charts made when introducing the text. "Did our predictions match the ideas presented in this legend?"
•	Referring to the statement "You will find the fire in every piece of dry wood you cut", discuss the idea of rubbing two pieces of dry wood together to make fire.
•	Clarify any vocabulary that is still causing difficulty.
•	Have prepared statements ready that convey the meaning of the more difficult concepts, for example, tending the crops, sniffing the air curiously, pinning arms to a person's back. (See Readability: Supports and Challenges.) Display the statements one at a time, asking the students to role-play each concept until the next statement is displayed.
•	Read aloud either paragraph eight or the paragraph beginning "Then the ground trembled at their feet", asking the students to close their eyes and visualise as you read. Ask them to think, pair, and share what they see.

## Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

<i>Suggested Achievement Objectives</i>	<i>Learning Outcomes Students will be able to:</i>	<i>Learning Experiences Students could:</i>
Using Texts • exploring language	• read aloud, adapting spoken language to an audience.	• using photocopies of the text, create a readers' theatre for the story following on from the sentence "Finally, Talaga spotted his naughty son in the tree."
Close Reading Presenting • exploring language	• respond to meaning and ideas; • communicate ideas using drama and dance movements.	• as a group, reread the paragraphs "Then the ground trembled ..." to "He tightened his grip ...". Working with the teacher, they could explore words and visual images that can be expressed through movement. Then, in pairs, the students could use these ideas to create a movement sequence that combines locomotor and non-locomotor movement (the arts curriculum, page 33).

Close Reading Presenting • thinking critically	• respond to and communicate meaning and ideas using verbal and visual features.	• reread the text and select a sequence of events to draw pictures for a wall story.
Personal Reading • processing information • thinking critically	• locate relevant texts; • respond to meaning and ideas.	• use the library or the Internet to find and read other legends that describe how fire was discovered.

### Links with Other School Journal Titles

“The Sunboy” 1.1.91; “Uenuku’s Gift” 2.3.99; “Fishing for Octopus” 2.1.01; “Watercress” 2.3.00; “He Kōrero mo te Pīngao” 1.2.01

### School Journal Catalogue Categories

Traditional Stories

Sāmoa

### Cross-curricular Links

Science: Making Sense of the Physical World

The Arts: Dance

### Associated Websites

# Tusk the Cat

by K. E. Anderson

## Overview

Tusk appears to be a particularly unlovable cat whose fierce behaviour dominates the household, but when Tusk goes missing, the family realise they actually miss him. All is not as it appears, however, and when Tusk is discovered, the family are in for a surprise.

## Features to Consider in Context

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

•	The element of humour
•	The structure of the text as a personal recount, with events related in chronological order
•	The use of the past tense
•	The use of the first person
•	The variety of sentence structures: minor, simple, compound, and complex sentences
•	The character description of Tusk in the first five paragraphs
•	The repetition of “We” as a sentence beginning for effect in paragraph eight
•	The use of the dash
•	The use of the hyphenated word “razor-sharp”.

## 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’ experiences with pets
•	The length of the text
•	Concepts that some students may find challenging: runt, litter, to shred, ornaments, having the scars to prove it, a search party, the SPCA, cute, “a world record in plaster using”
•	Words that some students may find challenging: “razor”, “shreds”, “fierce”, “attacked”, “description”, “advertise”, “sweat”, “attached”

## Introducing Students to the Text

Ask the students to bring three different-coloured pens or pencils with them for this session.

•	“Think about your pet’s characteristics.” Ask the students to think, pair, and share with the group the characteristics of their various pets.
•	“Does your pet’s name suit its personality?” “Why?” Ask the students to think, pair, and share again. Chart some of the names and attributes of the different pets, for example, Tiger – stripes.
•	Introduce the title, asking the students to predict what sort of characteristics a cat called Tusk might have.
•	Ask the students to use one of their coloured pens or pencils to quickly sketch Tusk’s face and body, labelling any distinctive features.
•	Distribute the Journals, allowing time for the students to briefly view and discuss the illustrations on the first two pages.
•	Ask the students to read the first six paragraphs to “... more plasters than anyone else in New Zealand” to check their predictions about Tusk. “Add any extra information to your sketch, using a different-coloured pen or pencil.”

## During the Reading

•	“How was Tusk the boss of the house?”
•	“How would you feel about Tusk if he were your pet?”
•	Clarify any vocabulary that is causing difficulty and revise decoding strategies where necessary.
•	Read aloud the paragraph that starts “One day, we noticed ...” to the students. “What might have happened to Tusk?” “How would you feel if your pet disappeared?” “What would you do?”
•	Read to the end of the story to find out what happened.

## After the Reading: Responding to the Text

### Possible focuses for discussion

•	What were you thinking as you finished reading this story?
•	With reference to the text, discuss the family’s feelings when Tusk disappeared.
•	Write the statement “They looked in the gutters because they thought Tusk was hiding there” on the board. Ask the students to discuss the statement in pairs, agreeing or disagreeing and justifying their opinion with reference to the text.
•	Have the students refer to their sketches and add any further information about Tusk using the last of their coloured pens or pencils. (These sketches may help you to assess the understandings the students have developed.)
•	Have the students work in pairs to think of another name for Tusk. Share the ideas within the group.

## Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

<i>Suggested Achievement Objectives</i>	<i>Learning Outcomes Students will be able to:</i>	<i>Learning Experiences Students could:</i>
Close Reading Presenting • thinking critically	• communicate ideas, using verbal and visual features.	• as a group, use the ideas set out in paragraphs two to five to create frames for a cartoon strip.
Personal Reading Presenting	• select texts and read for enjoyment; • practise reading strategies; • use simple layout to communicate ideas.	• read other poems and stories about cats, including the poem “Cool As” by Henare Everitt in this Journal. • as a group, make a tally chart that shows the number of good cats the students know of (both real and fictional) versus the number of bad cats they know. Or they could make a pictograph of the “goodie” and “baddie” cats they know, using the cats’ names and which book titles they are from.

<p>Interpersonal Listening Interpersonal Speaking</p> <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• interact with others in a group discussion;</li> <li>• clarify and question meaning, relating it to personal knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, discuss the statement “The family missed Tusk because they liked him being boss of the house.” The students could share their opinions as a group, justifying their opinions with reasons and/or reference to the text.</li> </ul>
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## Links with Other School Journal Titles

“A Present from Pudding” 1.3.01; “Cat Talk” 3.1.90; “Fat Cat” 1.1.01; “How Much Does One Cat Eat?” 3.2.97; “Purring” 1.4.97; “Quiet Night” 1.4.95; “When Puihi Died” 2.2.96. There are also a large number of poems about cats in other *School Journal* issues.

## School Journal Catalogue Categories

Animal Behaviour

Cats

## Cross-curricular Links

Science: Making Sense of the Living World

## Associated Websites

Care of Cats <http://www.sPCA.bc.ca/Factsheets/catcare.htm>

English Online Unit Years 1 to 3 – Caring for Pets <http://english.unitecology.ac.nz/resources/units/pets/home.html> (a unit designed to encourage students to think well about the care needed if they are to be responsible pet owners)

# Fishing

Beverley Dunlop

## Overview

You can't go fishing when you're sick with a cold, or can you? Grandpa comes up with an idea for a different kind of fishing. With a broom handle for a rod, it's time to go and "catch" Mrs Pickle's juicy nectarines. However, the "fishing trip" comes to an abrupt end when Mum appears.

## 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 fictional recount of a personal experience told in the first person
•	The extended comparison between fishing for fish and fishing for nectarines
•	The use of metaphor, for example, "It's a pretty good catch," he said. "Lovely red scales."
•	Specific vocabulary related to fishing, for example, "wharf", "biting", "reel", "scales"
•	The use of casual language: "messing around", "a brainwave", "bits-and-pieces"
•	The humour
•	The opportunity for exploring a range of value judgments. For example, is it OK to take fruit from another person's trees without asking?
•	Colourful illustrations that support the text
•	The conventions of direct speech.

## Readability: Supports and Challenges

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

Noun frequency level: 8–9 years

•	The students' experiences with grandparents
•	The students' experiences of fishing
•	The illustrations that accompany the text
•	The length of the text
•	Concepts that some students may find challenging: a brainwave, rummaging, "looked at them longingly", a German shepherd, whispering frantically, "baring his fangs", whimpering, slinking off home
•	Words that some students may find challenging: "miserable", "hailed", "mysteriously", "commanded", "nectarine", "galloped"

## Introducing Students to the Text

•	Explain that this story is about a child who goes fishing with their grandfather. Ask the students to think, pair, and share any experiences they have had with their grandparents.
•	Introduce the title and ask the students what they know about fishing and the equipment needed.
•	Before distributing the Journals, read aloud the first four paragraphs up to "... tied the tin to the end of the broom handle". Ask the students to predict what they think Grandpa will fish for in the back garden.
•	Reread paragraph four, asking the students to listen carefully, and then help the students to design Grandpa's new fishing rod from the description in the text.
•	Distribute the Journals, asking the students to view the illustrations on the first two pages to check their predictions about the design of the fishing rod.

•	Set a purpose for the reading. Ask the students to read to “... and we laughed till we cried” to see how Grandpa’s fishing is the same or different from fishing at a wharf. Tell the students you will want them to justify their opinions using the text
•	Ask the students to check their predictions about what the catch might be.

### During the Reading

•	Discuss the students’ responses with reference to the text, for example, “It’s a pretty good catch.”
•	“They’re having a wonderful time. Is this OK?” Ask the students to think, pair, and share, exploring the rights and wrongs of taking the fruit from someone else’s trees without asking.
•	Ask the students to predict what could happen next and read to the end of the story to find out.

### After the Reading: Responding to the Text

#### Possible focuses for discussion

•	Encourage discussion of the final line of the text by asking, “Why was it the best day’s fishing ever?” With reference to the text, explore the humorous aspects of the story.
•	On the board, write the statement “Fishing for the neighbour’s nectarines is worth the fun.” Draw up a two-columned chart under the statement. Head one column Mother and the other Child. As a group, in the different columns, describe each character’s perspective on the issue.
•	Select sentences and phrases that include a range of challenging concepts and vocabulary. Either discuss these or ask the students to mime the different concepts while you read each one aloud.

### Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

<i>Suggested Achievement Objectives</i>	<i>Learning Outcomes Students will be able to:</i>	<i>Learning Experiences Students could:</i>
Close Reading Interpersonal Listening and Speaking • thinking critically	• clarify meaning; • respond to text using inference and evaluative skills.	• in pairs, use the statement from the discussion of the mother and child’s perspectives to map Grandpa’s and Mrs Pickle’s points of view. (The students may need to reread sections of the text.)
Using Texts • exploring language	• read aloud with fluency and expression; • adapt spoken language to an audience.	• create a readers’ theatre, using photocopies of the text, from “Let’s see if the fish are biting.” Use the roles of the narrator, Grandpa, the dog, Mum, and Mrs Pickle.
Interpersonal Listening Interpersonal Speaking Presenting • thinking critically	• interact and respond to the ideas of others; • present information graphically.	• in pairs, design a fishing rod that would be suitable for children to use to fish lollies out of a jar.

### Links with Other School Journal Titles

“Nan and McDonald’s” 2.1.97; “Saving Grandpa” 2.1.92; “Fishing for Octopus” 2.1.01; “Night on the Reef” 2.1.96; “Weekend at Gran’s” *Junior Journal 10*

## School Journal Catalogue Categories

Humorous Stories

Family Life

## Cross-curricular Links

Technology: Design

The Arts: Drama

## Associated Websites

Water Safety New Zealand [http://www.watersafety.org.nz/wateractivities\\_frame.html](http://www.watersafety.org.nz/wateractivities_frame.html)

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# A Silent World

by Benjamin Utai and Jeremy Rose

## Overview

A young deaf boy tells about the visit by the Sāmoan Silent World Theatre to Kelston School for the Deaf in Auckland. Information is also provided about how deaf people communicate. This reports makes links with the legend “How Fire Came to Sāmoa”, also in this Journal.

## Features to Consider in Context

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

•	The combination of recount and report styles to tell what happened and to convey information
•	The use of past and present tenses
•	The use of personal pronouns in the first, second, and third person
•	Explanations of words and concepts that are signalled with the use of brackets, the dash, and a footnote
•	The use of quotation marks for titles and for words that have been used with a specialised meaning.

## 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 visits by theatre groups
•	The students’ experiences of communicating with deaf people
•	Societal attitudes towards deaf people participating in and enjoying the arts
•	Familiarity with Sāmoan dance and music
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: “traditional”, “professional dancers”, “an expression”, “clench your fist”, “visual communication”, “highlights”, “the locals”

## Introducing Students to the Text

•	Tell the students that they are going to read an article about deaf people. Brainstorm with the students what they already know about being deaf, how deaf people communicate, and the occupations deaf people have.
•	Chart the students’ responses under the heading “Before” Views.
•	Read the question and the next two paragraphs aloud to the students. Ask them to predict what might be different or the same about this theatre performance from others they have attended. Chart the students’ predictions.
•	Ask the students to silently read the next three paragraphs to check their predictions.

## During the Reading

•	Discuss the students’ predictions, referring to the text.
•	Refer to the “Before” Views chart and ask the students if they can add further information under a new heading, “After” Views.

•	Use the “Before” Views chart again, if appropriate, to introduce the idea of sign language. Ask the students to read to the end of the article to find out more information about sign language.
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## After the Reading: Responding to the Text

Possible focuses for discussion

•	Add the students’ responses about sign language to the “After” Views chart.
•	In pairs, ask the students to reread the text and sign “Sāmoa” in Sāmoan sign language and in New Zealand sign language.
•	Discuss alternative methods that people have for getting their message across. Ask the students, in pairs, to communicate the following ideas without speaking: “Our team won the rugby game”, “I got Rollerblades for my birthday”, “What’s for lunch?”

## Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

<i>Suggested Achievement Objectives</i>	<i>Learning Outcomes Students will be able to:</i>	<i>Learning Experiences Students could:</i>
Close Reading Presenting • thinking critically • processing information • exploring language	• respond to meaning and ideas, relating this to personal experience; • use a visual text to gain and present information.	• in pairs, read “Sign It!” and practise communicating the signs to each other • practise signing their own names and interests
Interpersonal Listening Interpersonal Speaking Presenting • exploring language • processing information	• listen, ask questions, interpret, and present information; • understand that communication involves verbal and non-verbal features.	• invite a local sensory resource person to share their experiences and teach the students some basic signs.
Listening to Texts Presenting • exploring language	• respond to meaning and ideas; • communicate ideas using drama and dance movements.	• listen to the story “How Fire Came to Sāmoa” in this Journal. With the teacher, explore the words and images that can be expressed through movement in the section “Then the ground trembled ...” to “... so that Mafui’e couldn’t escape.” In pairs, use these ideas to create a movement sequence that combines locomotor and non-locomotor movement (the arts curriculum, page 33).

## Links with Other School Journal Titles

“Fred and His Amazing Night-time Powers” 3.2.96; “Puppy Walking” 2.2.97; “My Brother” *I Feel Dizzy* (JYPW 1997); “My Mum” *The Secret Lake* (JYPW 1995); “The Skateboard Ramp” 3.3.95

(tape 95174, side 2); “Just Different, That’s All” 1.1.93; “Wheelchair Tennis” 2.1.02; *Polynesian Dance Festival* ‘SJSL’

## School Journal Catalogue Categories

Disabled Persons

Blindness

Physically Handicapped

Intellectually Handicapped

Health

Dancing

## Cross-curricular Links

Health and Physical Education: Relationships with Other People

The Arts: Dance, Music, Drama

## Associated Websites

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# Make a Volcano

by Jan Trafford

## Overview

This simple procedural text will be highly motivating for readers who want to create their own dramatic volcano. This text could be a useful way of introducing the topic of volcanoes.

## 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 with the following characteristics:
	• a title stating the goal
	• a list of the materials needed
	• instructions given in numbered steps
	• each instruction using an action verb
	• a concluding statement
•	The use of subject-specific vocabulary: “mountain”, “crater”, “eruption”
•	The use of brackets to signal further information
•	The use of quotation marks where words are given a specialised meaning.

## Readability: Supports and Challenges

Suggested level: 7.5–8.5 years

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

•	The high interest level of the subject
•	The manageable length of the text
•	The availability of the materials
•	The students’ knowledge of how vinegar reacts with baking soda
•	Words that some students may find challenging: “eggcup”, “container”, “vinegar”, “optional”

## Introducing the Students to the Text

•	Ask the students to quickly sketch and label a diagram of a volcano, showing what features they know.
•	Introduce the title and ask the students what sort of text might have that title (an instructional article).
•	Ask the students what they expect to find in a set of instructions. “What do we know about this sort of writing?” Chart their responses on a bubble chart headed Features of Instructions.
•	Distribute the Journals, explaining that the students are going to read the instructions before making the volcano.

## After the Reading: Responding to the Text

Possible focuses for discussion

•	“Let’s see if these instructions work.” Have the students, in pairs, read and follow the instructions to make the volcano.
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•	Discuss the measurements used in this article: “half-fill”, “about half a cup”.
•	Ask the students to compare the features they identified earlier in the Features of Instructions bubble chart with those in the text. “Do you notice any other features that we can add to our chart?” “Is any information that we need missing from the text?”
•	“Can we develop some guidelines or rules for writing instructions?” “What could be the first guideline?” (Start with the title.)

## Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

<i>Suggested Achievement Objectives</i>	<i>Learning Outcomes Students will be able to:</i>	<i>Learning Experiences Students could:</i>
Interpersonal Speaking	<ul style="list-style-type: none"> <li>converse and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, generate questions about volcanoes.</li> </ul>
Personal Reading Transactional Writing <ul style="list-style-type: none"> <li>thinking critically</li> <li>processing information</li> </ul>	<ul style="list-style-type: none"> <li>read for information;</li> <li>locate, retrieve, and record relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>use the school library or the Internet to locate information to answer their questions. Then they could share their findings with the group.</li> </ul>
Interpersonal Listening Interpersonal Speaking <ul style="list-style-type: none"> <li>thinking critically</li> <li>processing information</li> </ul>	<ul style="list-style-type: none"> <li>interact with others to talk about events and ask questions;</li> <li>interpret and present information.</li> </ul>	<ul style="list-style-type: none"> <li>try the experiment again, replacing the vinegar or baking soda with a different substance, or add baking soda to a range of different substances, for example, golden syrup, water, oil, or carbonated water. They could observe the reactions and share their findings with the group.</li> </ul>

## Links with Other School Journal Titles

“Life on the Desert Road” 2.2.93; “A Fiery Goodnight” *The Wockagilla* (JYPW 1999)

## School Journal Catalogue Categories

Volcanoes

## Cross-curricular Links

Science: Making Sense of the Material World Making Sense of Planet Earth and Beyond

Mathematics: Measurement

## Associated Websites

Salt Volcano [http://www.exploratorium.edu/science\\_explorer/volcano.html](http://www.exploratorium.edu/science_explorer/volcano.html) – Make Your Own Miniature “Lava Lite”



# Words

by Bill Nagelkerke

## Overview

In this play, a family who leave their favourite words lying about attempt to organise them into some order, but eventually the words organise themselves into their own poem.

The play could be used to introduce poetry writing, where words written on loose strips of paper are moved so that they are used in an effective sequence.

## 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, characters' names in capital letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character
•	A flexible number of characters
•	The use of capital letters in bold italics for the "words", which makes them stand out from the rest of the text
•	The use of simple sentences
•	The use of casual language: "Hmm", "I bet".

## Readability: Supports and Challenges

Noun frequency level: 7.5–8.5 years

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

•	The students' familiarity with the home setting and their understanding of what constitutes a mess
•	The manageable length of the text
•	Vocabulary within the reading experience of students reading at this level
•	The concept of words as characters
•	The relationships between particular words chosen in a particular order
•	The fluency needed when the "words" speak one after the other
•	Words that some students may find challenging: "crusty", "choice", "exit", "rearrange"

## Introducing the Students to the Text

•	Choose a topic that will be familiar to the students (water, leaves, noises) and brainstorm ten to twelve words that the students associate with that topic, charting the words as the students think of them.
•	Discuss how the words might be ordered to be most effective.
•	Ask the students, in pairs, to copy the words on loose strips of paper and arrange them in the order they think is best. Share the different arrangements with the group.
•	Introduce the title of the play.
•	Explain that this is a play about a family who manage to tidy up a mess and write poetry at the same time. Ask the students how they think the family would do this. Have them think, pair, and share the predictions.
•	Ask the students to read the text to check their predictions and choose which of the four poems made by the family they like most.

## After the Reading: Responding to the Text

•	Briefly check the students' predictions with what happened in the text.
•	Allow the students the opportunity to discuss their choice from the four poems. Focus discussion on the association between particular words, the order of the words, and the choice of nouns, verbs, or adjectives.
•	Ask the students to close their eyes while they listen to you read the poem that the words created at the end of the play. "What do you see in your mind?" Ask the students to think, pair, and share their responses.
•	Ask the students if they would like to perform the play, using the words provided or brainstorming their own words to use as characters.
•	Allocate roles and decide the number of words to be used as 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.

<i>Suggested Achievement Objectives</i>	<i>Learning Outcomes Students will be able to:</i>	<i>Learning Experiences Students could:</i>
Interpersonal Listening and Speaking Poetic Writing • exploring language	• make choices in language.	• as a group, decide on a different context or theme to base the play around. Then, in pairs, the students could write their own choice of words (six to eight words per pair) to suit the new topic.
Using Texts • exploring language • thinking critically	• read aloud informally with fluency and expression.	• as a group, practise reading the play, either as it is presented here or with the different context or theme that the group developed earlier.
Using Texts • thinking critically • exploring language	• read aloud for an audience; • communicate ideas using drama.	• perform the play for the class.

## Links with Other School Journal Titles

"Write a Poem" 2.2.01; "Writing a Poem" 3.2.95; "The Dream" 1.5.95; "I Don't Just Like Writing: I Love It!" 1.5.97; "When George Yawned" 1.3.96 Many other *School Journal* poems illustrate effective choices made by writers. Some recent examples are: "Winning Move" 2.3.00; "Feet" 1.5.01; "Spaghetti" 1.4.01; "Player of the Day" 1.1.01; "Lifeboat" 2.3.01

## School Journal Catalogue Categories

Children as Authors

Writers

Poems

## Associated Websites

Poetry Game <http://www.abc.net.au/splatt/games/poetry/default.htm> (Students move words around online to make a poem.)