

Bringing Stories to Life

by Caren Wilton

Overview

This article provides an account of Ali Teo's job as an illustrator. It describes the process of creating illustrations and the way Ali works from her studio in Wellington.

Features to Consider in Context

•	The structure of the text as a factual account in the third person
•	The use of the present tense
•	The references to the use of communication technology: fax, computer, scanner, Internet
•	The subject-specific vocabulary: "layout", "illustrations", "roughs", "gouache", "watercolours", "acrylic", "collages".

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

•	The availability of examples of Ali Teo's illustrations in the <i>School Journal</i> (for example, 1.3.99)
•	The students' prior experiences of illustrating their own texts
•	The photographs and illustrations that accompany the text
•	Words that some students may find challenging: "illustrators", "editors", "designers", "roughs", "acrylic", "gouache", "version", "studio".

Introducing Students to the Text

•	Ask the students to look closely at the cover illustration of <i>School Journal</i> 1.3.99 and discuss what they see. "Does the illustration tell its own story?" "Where do you think the story might be set?"
•	"What sort of person might have drawn these pictures?" Explain that the article the students are about to read is about Ali Teo, who illustrates the <i>School Journal</i> . "What would Ali's job involve?"
•	Ask the students to think of something they have illustrated. "What did you do first? Next?" Have them think, pair, and share their experiences. Chart the process the students have used when illustrating their own written texts.
•	During this discussion, introduce some of the vocabulary: "acrylic", "watercolours", "cottage", "gouache".
•	Introduce the title. Set a purpose for reading. Ask the students to read silently to "... she put in a photo of her dad" to identify the process that Ali Teo uses when she illustrates the <i>School Journal</i> .

During the Reading

•	Discuss and list the steps in the illustration process. Compare this with what the students do when they illustrate their texts.
---	--

•	Clarify any vocabulary that is causing difficulty. Discuss appropriate decoding strategies and the meanings of the words.
•	Ask the students to read to the end of the article before looking closely at the cover of <i>School Journal</i> 1.3.99 again. “What connections can you make between the information in the article about Ali Teo and the illustration on the cover of the journal?”

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss and list the connections the students have found between the article and the cover of <i>School Journal</i> 1.3.99.
•	“Why does Ali like her job?”
•	“What would you like to ask Ali about her job?”

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 • thinking critically • processing information	<ul style="list-style-type: none"> respond to meaning in text, identifying information; combine words and images to convey meaning. 	<ul style="list-style-type: none"> in pairs, use the list made during reading to construct a flow chart describing the illustration process.
Viewing Interpersonal Listening Interpersonal Speaking • thinking critically	<ul style="list-style-type: none"> use criteria to compare illustrations (for example, colour, hair, and facial features, such as eyes and ears). 	<ul style="list-style-type: none"> view the illustrations in <i>School Journal</i> 1.3.99, then describe Ali Teo’s illustration of a character in “Too Good to be True” and compare it with one of Fraser Williamson’s illustrations of a character in “Blood and Warts”. They could share their observations within the group.
Viewing Interpersonal Listening Interpersonal Speaking Transactional Writing • thinking critically	<ul style="list-style-type: none"> respond to meaning in illustrations. 	<ul style="list-style-type: none"> in pairs, look at the cover of <i>School Journal</i> 1.3.99 and list the ways that Ali Teo has drawn “pictures that are fun and playful”.
Presenting	<ul style="list-style-type: none"> present ideas using simple layouts. 	<ul style="list-style-type: none"> use a computer to draw animal or family characters.

Links with Other School Journal Titles

“Mmm ... Mine!” *Junior Journal* 20; “Tell Me About Your Drawing” 1.2.90

Journal Search Categories

Illustrators

Illustrations

Drawing

Careers

Cross-curricular Links

The Arts: Visual Arts

Associated Websites

Eyes on Journals – Unit Plan http://english.unitecology.ac.nz/resources/units/visual_journals/home.html

copyright © Crown 2002

Boring!

by Sarah Delahunty

Overview

Alex, the main character in this play, sits watching television and feeling bored. He is completely unaware of the commotion going on behind his back, caused by a princess, a knight, a dragon, pirates, and an alien.

Features to Consider in Context

•	The conventions of a play: a list of characters provided at the start, the stage directions in italics, the dialogue for each character
•	The element of comedy
•	The use of short, simple sentences and natural language patterns
•	The use of bold type for emphasis
•	The use of ellipses (three dots) and the dash.

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

•	The students' experiences of watching television and advertisements
•	The students' prior knowledge about princesses, knights, dragons, pirates, and aliens
•	The length of the text
•	The way the play is staged with an imaginary television screen
•	The students' ability to read fluently to convey meaning
•	Words and concepts that some students may find challenging: "imaginary screen", "fallen tree", "holiday adventure", "alien", "sword".

Introducing Students to the Text

•	Read the first piece of dialogue, spoken by Alex, aloud to the students. Ask them: "What could the title of a play that starts like this be?"
•	Introduce the title and the characters. Read the first piece of dialogue again and ask the students to think, pair, and share what might happen next.
•	Ask the students to read the play silently to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students' predictions with what happens in the text.
•	Model reading the parts of the text that use bold print, ellipses, and the dash. Discuss the use of these features before asking the students, in pairs, to find and read other examples of their use in the text.
•	"If you were performing this play, how could the stage be set? You may want to reread the stage directions at the beginning of the play."
•	"What props would be needed?" List the students' responses.

- | | |
|---|---|
| • | Allocate roles to the students, provide them with photocopies of the play, and ask them to highlight just their own character’s dialogue. |
|---|---|

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"> • read aloud to practise fluency and expression. 	<ul style="list-style-type: none"> • practise reading the play informally as a group, using their highlighted copies.
Interpersonal Listening Interpersonal Speaking	<ul style="list-style-type: none"> • interact with others and work co-operatively; • respond to ideas. 	<ul style="list-style-type: none"> • in pairs, make the props needed for the play.
Using Texts Presenting	<ul style="list-style-type: none"> • read aloud, adapting spoken language to an audience. 	<ul style="list-style-type: none"> • practise reading the play, using stage directions and props; • present the play to another class.

Links with Other School Journal Titles

“The Crown Prince” 3.2.98; “Knights Aren’t What They Used to Be” 3.1.98; “Pirate Trouble” 1.5.90; “Star-travellers from Planet Nero” 1.2.88; “Witches Forever” 2.1.99

Journal Search Categories

Humorous Plays

Associated Websites

Our Writers and Us http://www.playmarket.org.nz/about_profiles.php?Profile_ID=39 – Sarah Delahunty

Lesson Plan <http://www.teachervision.com/lesson-plans/lesson-383.html> – Reviewing Television

“Let’s Go!”

by Janice Marriott

Overview

Students from Central Normal School in Palmerston North won the Kiwi Kidsongs song-writing competition with a song called “Let’s Go!”. This article recounts how the song was composed and later recorded in a studio.

Features to Consider in Context

•	The use of sub-headings
•	The use of boxed text with bullet points to organise information in a list
•	The use of the past tense
•	The conventions of direct speech
•	The use of natural speech patterns, for example, “Awesome!”
•	The use of subject-specific vocabulary, for example, “composing”, “audio producer”, “cassettes”, “composers”, “backing track”, “instruments”, “recording studio”, “microphones”, “producer”, “sound engineer”, “control room”.

Readability

Noun frequency level: 10–12 years

Suggested level: 10–11 years

Supports and Challenges

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

•	The students’ experiences of being involved in competitions
•	The students’ prior knowledge of Kiwi Kidsongs as a resource
•	The photographs that convey the childrens’ feelings
•	Words and concepts that some children may find challenging: “announcement”, “Normal School”, “Learning Media”, “moment of truth”, “appreciated”, “rhythm”, “melody”, “chorus”, “chant”, “mega morning tea”, “celebrities”.

Introducing Students to the Text

•	Ask the students if they have ever entered a competition. Ask them to think, pair, and share their experiences.
•	Introduce the title and read the text in the boxed section aloud to the students to “... they had won the Kiwi Kidsongs song-writing competition.”
•	Show the students the Kiwi Kidsongs resource pack and, if possible, identify a song that the students are familiar with.
•	Share the purpose for reading. Explain to the students that you want them to predict the main ideas in the text.
•	Ask the students to predict how the judges might go about selecting the best song.
•	Use a shared reading approach to read the text highlighted under the heading “The Competition”. Discuss the students’ predictions about how “Let’s Go!” was selected.
•	“I wonder what the song is about?” “Why do you think it’s called ‘Let’s Go!’?”

•	“How would you go about composing a song?” Share and chart the students’ predictions. Ask the students to read silently to the end of the second piece of highlighted text on page 15 to check their predictions.
---	---

During the Reading

•	With reference to the chart of their predictions, discuss with the students whether their predictions matched the steps involved in composing the song. “What else did the children at Central Normal School do?”
•	Introduce the next section of the text. Ask the students what problems might be encountered at the recording studios. “How would the children feel about recording their song?”
•	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

•	Discuss the problems of recording in a small studio, checking with the students’ predictions about the recording session.
•	Explore the statement: “Recording a song is more difficult than composing.” Ask the students to agree or disagree, justifying their opinions with reference to the text.
•	“What makes a good song?” “Why do you think the judges chose ‘Let’s Go!’?”
•	“Why do you think the article is called ‘Let’s Go!’?” (It’s the name of the song, and the children go to Wellington to record their song.)
•	Refer the students to the highlighted sections of the text under “headngs”. “Why is this layout used in this text?”
•	Play the song on <i>Kiwi Kidsongs II</i> .

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"> respond to language and meaning; read for enjoyment. 	<ul style="list-style-type: none"> silently read the chant and song “Let’s Go!” in this Journal and read them together as a group.
Interpersonal Speaking Interpersonal Listening Transactional Writing <ul style="list-style-type: none"> exploring language thinking critically 	<ul style="list-style-type: none"> interact with others and respond to text; clarify and express meaning in written text using simple layout. 	<ul style="list-style-type: none"> in pairs, prepare a judging sheet for a song contest. “What criteria could you use?”
Interpersonal Speaking Interpersonal Listening Transactional Writing <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> respond to ideas in text and relate them to personal experience; interact with others in discussion to communicate ideas. 	<ul style="list-style-type: none"> organise a song-writing competition to compose a school song.

Links with Other School Journal Titles

“Spagetti Connection” “Well, We Saved Five” 4.3.88 (tape available); “Dancing on Wheels” 2.2.98; “Race You to Breakfast” 2.3.97; “The Great Bean Growing Contest” (*Journal of Young Persons’ Writing 1988*)

Journal Search Categories

Activities

Challenge

Competition

Cross-curricular Links

The Arts: Music

Associated Websites

Music – Level 3: Imitating Rhythmic Phrases http://www.tki.org.nz/e/arts/music/music_L3/music_L3_A4_planning.php

Music – Level 3: Experimenting with Sound Contrasts http://www.tki.org.nz/e/arts/music/music_L3/music_L3_A2_planning.php

copyright © Crown 2002

“Let’s Go!”

by students of Palmerston North Central Normal School

Overview

This is a song about a mountain holiday that was composed for a contest. It combines a chant and three verses with a chorus that is repeated three times.

•	Listen to the song on <i>Kiwi Kidsongs II</i> .
•	Use a shared reading approach to read the chant, chorus, and verses.

Focus for Discussion

If you decide to explore the song further:

Exploring Language

•	Ask the students to use instruments, for example, sticks or pieces of dowel, to create the beat of the chant. Have them say the words as they tap the beat. Variations could include tapping the beat in pairs or as a group.
•	Have them repeat the beat in double time.
•	Divide the group into two to perform the two-part chant.

Thinking Critically

•	Brainstorm what other sports events you could write songs for.
•	As a group, write a chant for riding in on a wave at the beach.
•	Perform the chant.

Spooky

by John Parker

Overview

This lively poem is about a journey through a haunted house at a funfair. It uses imagery, rhyme, and rhythm to create a feeling of speed and excitement.

•	Introduce the title of the poem. Ask the students to close their eyes and visualise spooky images. “What pictures do you have in your head, associated with the word ‘spooky’?” Think, pair, and share the students’ responses.
•	Read the first verse aloud to the students. Ask them where they think this is happening.
•	Read the rest of the poem aloud to the students. Discuss their predictions about the setting.

Focus for Discussion

If you decide to explore the poem further:

Exploring Language

•	Explore the rhyming sequence in the poem. (The first three verses are abab, and the final verse is a rhyming couplet.)
•	Discuss the use of adjectives.

Thinking Critically

•	Create a soundscape (see page 49 of <i>The Arts in the New Zealand Curriculum</i>) to enhance the mood of the first two verses.
•	Explore the students’ prior knowledge of spooky literature, including other poems and stories they have read, as a springboard for further reading.

Associated Websites

Mid Link Magazine <http://www.ncsu.edu/midlink/fall99/fall99.menu.htm>

The Flea Market

by Maria Samuela

Overview

Mata loves the excitement and lively atmosphere of the flea market. She helps her grandmother to set up her doughnut stall amidst a hive of activity as stallholders prepare for the day. Will the customers come running for Nan’s divine doughnuts?

Features to Consider in Context

•	The structure of the text as a recount with the events sequenced chronologically
•	The use of the past tense
•	The dialogue between the characters and the use of the conventions of direct speech
•	The mixture of English and Cook Islands Māori
•	A variety of sentence structures: simple, compound, and complex (see pages 79–81 of <i>Exploring Language</i>)
•	A number of command sentences: “Auē, girl ...” “Slow down.” “Aere mai, girl ...” “Move that basket ...” “Get those T-shirts out of the car ...”
•	The use of numbered referencing to indicate a footnote.

Readability

Noun frequency level: 9–10 years

Supports and Challenges

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

•	The students’ previous experiences of markets
•	The students’ knowledge of Cook Islands Māori language and cultural customs
•	The realistic illustrations that accompany the text
•	The length of the text
•	Words and concepts that some students may find challenging: “soggy”, “arrange”, “absolutely divine”, “chop suey”, “cassettes”, “drum-dances”, “sighed”, “sauces”, “kebabs”, “jostled”, “blushed”, “flustered”, “a hive of activity”.

Introducing Students to the Text

•	“Has anyone been to a flea market?” If none of the students have, use the example of a gala day. Use the “think, pair, share” technique to discuss the students’ experiences.
•	Extend the discussion by asking questions. “What sorts of sounds could you hear?” “What were the smells?” “What sort of an atmosphere was there?” Chart the students’ responses under headings for each of the five senses and for feelings.
•	Introduce the title. “What do you think will be sold at the market?”
•	Ask the students to view the illustrations on pages 24 and 25 to see what sorts of things are being sold.
•	Use a shared reading approach to read the first section to “ she wanted to get there as quickly as possible.” Clarify with the students what Mata and her grandmother are selling.
•	Set a purpose for reading. Ask each student to predict what Mata particularly likes about the market.
•	Ask the students to read silently to “People shouted out to one another” to check their predictions.

During the Reading

•	Discuss whether the students' predictions match the text.				
•	"What is Mata enjoying?" Chart the students' responses under the headings on the senses chart, for example:				
Hear	See	Taste	Touch	Smell	Feelings
Drum-dances		Mouth watered	Warm Soft		
•	"Are there any tricky words?" Clarify any vocabulary causing difficulty.				
•	Ask the students to continue reading silently to the end of the text to find out what else Mata hears, sees, feels, and so on.				

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss the students' responses to the story. Finish adding Mata's experiences to the chart.
•	Read aloud brief sections of the text that describe actions, for example: "She scrubbed her face until it gleamed ..." "... combed her hair to tame the strands that strayed." "... gulped down her cornflakes." "... Mata's mouth watered at the thought of these delicious foods." "... they tasted absolutely divine." "She sighed." Ask the students to role-play each action until the next action is introduced.
•	For further teaching points, refer to Features to Consider in Context, for example, you could ask the students to identify examples of simple sentences.
•	Innovate on the text, using the sentence "she scrubbed her face until it gleamed all clean and fresh."

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 Presenting • thinking critically	<ul style="list-style-type: none"> read aloud informally and for an audience; communicate ideas using role play. 	<ul style="list-style-type: none"> in pairs, read aloud and role-play the section from "Mata could smell the spicy sauces" to "arranging the doughnut bags on their table."
Using Texts Presenting • thinking critically	<ul style="list-style-type: none"> use drama to present ideas. 	<ul style="list-style-type: none"> improvise, using the following roles: a radio reporter describing the scene, a customer waiting to buy doughnuts, Sione persuading customers to buy island music, the flea market manager organising the stallholders.
Poetic Writing • exploring language • thinking critically	<ul style="list-style-type: none"> explore choices made by writers; express meaning in written text. 	<ul style="list-style-type: none"> innovate on the text, using a selection of sentences from the first paragraph.

Links with Other School Journal Titles

“Food in Hong Kong” 2.2.94; “Saturday Market” 1.2.87; “Street of Birds” 1.3.93; “Clay Candleholders” 2.1.02

Journal Search Categories

Markets

Cross-curricular Links

The Arts: Drama, Music

Social Studies: Resources and Economic Activities

Associated Websites

copyright © Crown 2002

What's the Matter?

by David Hill

Overview

This modern fantasy incorporates elements of a magical tale. Dan tries to achieve his wishes, using just three words. To his dismay, he discovers that words have double meanings. Life becomes very complicated as a consequence.

Features to Consider in Context

•	The plays on words and the double meanings of some words
•	The use of mainly simple and compound sentence structures
•	The use of exclamation marks and question marks
•	The use of incomplete sentences, for example, “How about “
•	The use of italics for emphasis
•	The use of colloquial language: “rubbish”, “zoom off”, “Nah”, “Heaps”, “Get real!”, “mad”, “gonna”, “Aw, stink!”, “a bunch”, “going to beat it”, “veggie”, “Get lost”.

Readability

Noun frequency level: 9–10 years

Supports and Challenges

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

•	The students' experiences with fantasy in literature
•	The students' knowledge of junk mail
•	The illustrations that accompany the text and help to convey the elements of fantasy
•	The predictable cycle of events in the text
•	Words and concepts that some students may find challenging: “Matter Mover”, “flyer”, “porch”, “Test Model”, “object”, “shimmered”, “cassettes”, “gaped”, “cotton reel”, “gasp”, “plaster”, “ceiling”, “pegs for his bike”, “ruined”, “gabbled”, “bulged”, “showered”.

Introducing Students to the Text

•	Ask the students if they remember reading any magical tales where magic things happen in response to commands, for example, <i>The Three Wishes</i> , <i>The Golden Goose</i> , <i>The Sweet Porridge</i> , and the Harry Potter stories. Discuss with the students whether people in these tales always get their wishes granted in the way that they want.
•	Introduce the title and read the first three paragraphs aloud to the students. Ask them to discuss what the word “matter” means in the title and what it means in the text. Use an example, such as “fire”, to clarify with the students that some words have more than one meaning.
•	Distribute the journals and allow time for the students to view the illustrations on the first two pages.
•	Set a purpose for reading. Ask the students to read to “What would his parents say?” and find the magic part of the story.

During the Reading

•	“What would your parents say?”
---	--------------------------------

•	“Where does the magic in the story begin?”
•	Discuss the examples of words with different meanings. “What might happen if Dan orders hot dogs?”
•	“Instead of saying ‘Heaps of ice-cream’, what words could Dan have used to order the ice-cream and avoid the mess?”
•	“Are there any tricky words?” Clarify any vocabulary causing difficulty.
•	“What do you think will happen next?” Ask the students to share their predictions within their group.
•	Ask the students to read silently to the end of the story, checking their predictions with the text and the illustrations as they read.

After the Reading: Responding to the Text

Possible focuses for discussion

•	“What were you thinking about when you finished reading this story?”
•	Discuss whether the students’ predictions matched the text.
•	What should have been Dan’s final wish?
•	Reread the last two paragraphs. “What might happen next?”
•	“If you could give the Matter Mover a three-word order, what would it be?” Think, pair, and share the students’ ideas. List their responses.
•	Brainstorm and list a range of requests for the Matter Mover that could be misinterpreted, for example, giant jellybeans, stretchy bubble gum, surfing board shorts, or tasty Big Macs.

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 Expressive Writing • thinking critically	• clarify and express meaning.	• in pairs, rewrite two of Dan’s orders using just three words to get what Dan really wanted.
Close Reading Presenting • exploring language • thinking critically	• respond to meaning and ideas; • use verbal and visual features to communicate ideas in the story.	• as a group, create a cartoon strip that depicts the Matter Mover’s work in bringing a succession of objects to Dan.
Personal Reading	• select and read for enjoyment; • practise reading strategies.	• read a selection of traditional and modern magical tales.

Links with Other School Journal Titles

“Apples” 3.2.88; “Just in Time” 2.3.87; “Mars Bar” 2.4.97; “Our Robot” 2.4.92; “Switched On” 2.4.98; “Computer Magic” 3.1.90; “Thirty-six Fathers” 1.5.88; “Piper in the Sand” 2.1.90

Journal Search Categories

Fantasy

Humorous Stories

Magic

Science Fiction

Cross-curricular Links

Technology: Electronics and Control Technology

Associated Websites

Interviews with NZ children's authors – David Hill <http://library.christchurch.org.nz/Childrens/ChildrensAuthors/DavidHill.asp>

Fairy Tales – Unit Plan – <http://english.unitecology.ac.nz/resources/units/fairytales/home.html>
(includes exploring traditional and other fairy tales)

The Morris Gleitzman Website <http://www.morrisgleitzman.com/>

Harry Potter <http://www.scholastic.com/harrypotter/home.asp>

copyright © Crown 2002