

Let's Go, Rangers!

by Jill MacGregor

Overview

The under-10 Kapiti Rangers are an in-line roller hockey team playing in a tournament to qualify for the New Zealand In-Line Championships. This article explains some hockey terms and describes the special gear used and some of the hockey moves.

It follows the team through to the end of the tournament and reports their success at the New Zealand championships. The article would be suitable to use with older students.

Features to Consider in Context

•	The structure of the text as a factual account told in the third person
•	The use of paragraphs to organise information
•	The use of the present tense
•	The subject-specific vocabulary, for example, “shin pads”, “catcher mitts”, “rink”, “puck”, “penalty box”
•	The use of quotation marks for some subject-specific vocabulary, for example, “face off”, “slashing”
•	The use of commas to break up a list
•	The use of the dash to introduce a list, to add further information, and to record scores
•	The inclusion of boxed text and a glossary.

Readability

Noun frequency level: 10–12 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 using in-line skates
•	The students' experiences of watching or playing hockey games
•	The students' experiences of competitive sport
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: “version”, “tournament”, “qualify”, “bulky”, “clambers”, “opponents”, “collide”, “sprawling”, “occasionally”.

Introducing Students to the Text

•	Ask the students what happens when they take part in a sports tournament. Have them think, pair, and share their experiences.
•	“What do you know about playing in-line roller hockey?” Have the students share experiences within the group.
•	Share the purpose for reading. Explain that you want the students to ask their own questions.
•	“What do you want to know about playing this game?” Ask the students to each form a question. List their questions on a chart.
•	Distribute the journals. Introduce the title. Ask the students to view the photographs carefully to identify any special gear used by the players. Introduce the subject-specific vocabulary as part of this discussion.
•	Ask the students to read the whole article to find answers to their questions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	“Who has had their question answered?” Ask the students to share the information they found, with reference to the text.
•	“How could you find answers to any unanswered questions?”
•	“What else did you find out about in-line roller hockey?”
•	“Were there any tricky bits?” Clarify any vocabulary causing difficulty.
•	Refer to the glossary. “What do you notice about the order of the words?” “Why are these words included in the glossary?”
•	“Are there any other words about in-line roller hockey that you would include?” Ask the students to work in pairs to find a further two examples to add to the glossary.
•	“Find examples in the text where the dash is used.” “What is its purpose?” (You may need to explain the difference between the hyphen used for hyphenated words and the dash.)

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 • exploring language	• respond to language and meanings in text.	• as a group, compile a more extensive glossary for the article
Close Reading Viewing • processing information	• respond to meaning and ideas; • locate and retrieve information.	• in pairs, use information technology skills to find the answers to any remaining questions. They could share their findings within the group.
Interpersonal Speaking Interpersonal Listening Transactional Writing • thinking critically • processing information	• work co-operatively as a group; • organise and present appropriate information	• as a group, plan a class sports tournament.

Links with Other School Journal Titles

“Dancing on Wheels” 2.2.98; “Horse” 2.4.94; “Sam Goes Skiing” 1.2.92; *In Touch* (SJSL)

Journal Search Categories

Sports

Cross-curricular Links

Health and Physical Education: Physical Activity, Body Care and Physical Safety, and Mental Health

Associated Websites

TKI – Sport Studies http://www.tki.org.nz/e/r/health/sport_studies/questions.php

TKI – Sport Studies – Sport and Competition http://www.tki.org.nz/e/r/health/sport_studies/year_6-7/sport_competition.php

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Time for a Spell!

by David Hill

Overview

Slade thinks his friend Tyrone is playing tricks on him when he gets a series of misspelled emails, signed “Alien Empire”. Tyrone denies responsibility, but Slade is not convinced. Could Fluffguts the cat hold the answer? This story would be suitable to use with older students.

Features to Consider in Context

•	The structure of the text as a narrative in the science fiction genre
•	The conventions of email messages
•	The element of humour that includes the misspelling of words
•	The layout of the text and the use of different fonts for the email messages
•	The use of colons to introduce the email messages
•	The use of quotation marks to highlight the misspelled words
•	The abbreviation “PS” for “postscript”
•	The use of upper case letters and italics.

Readability

Noun frequency level: 9.5–10.5 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 with computers and email messages
•	The students’ knowledge of science fiction through television, film, computer games, and literature
•	The language associated with science fiction, for example, “Alien Empire”, “Battle Fleet”, “light years”, “Grark”, “Earthling”, “Aldebaran”
•	The ambiguity of the ending
•	Words and concepts that some students may find challenging: “Sirius”, “pathetic”, “invasion”, “feeble”, “laser”, “logged on”, “atomic power stations”, “scorched”, “life form”.

Introducing Students to the Text

•	Read the first paragraph aloud to the students. Ask them: “What sort of story would begin like this?”
•	Brainstorm and discuss the students’ ideas and experiences associated with aliens, introducing the language and concepts of science fiction.
•	“What will you do if you come to a tricky word?” If necessary, briefly revise decoding strategies.
•	Introduce the title and distribute the journals. Ask the students to view the first double page and ask them what they notice about the illustrations and the text.
•	Share the purpose for reading. Explain that they are going to read the story and discuss some of the choices the author has made.
•	Ask the students to predict why the aliens are sending Slade email messages.
•	Ask them to read to “You really need a dictionary!” to check their predictions.

During the Reading

•	Ask the students whether their predictions match what happens in the text.
•	“How did Slade make sense of the email messages?”
•	Ask the students to read to “Slade turned off the computer” to see if they can make sense of the email messages.
•	Discuss one or two examples of the messages. Ask the students what they think the author intended by using misspellings.
•	“What might happen next?” Ask the students to make a prediction and read to the end of the text to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	“What did you think about the ending?” “Did your predictions match the text?”
•	“Who do you think is really sending the emails?” “What evidence is there in the text?”
•	“I wonder why the author used email messages to tell this story.”
•	“Why do you think the author chose this 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.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Presenting • thinking critically	<ul style="list-style-type: none"> respond to language in the text; show awareness of how words and images combine to make meaning 	<ul style="list-style-type: none"> in pairs, create a cartoon to illustrate one of the humorous misspelled email messages.
Poetic Writing • exploring language • thinking critically	<ul style="list-style-type: none"> express ideas imaginatively. 	<ul style="list-style-type: none"> in pairs, write the next chapter of the story
Personal Reading	<ul style="list-style-type: none"> read for enjoyment; practise reading strategies 	<ul style="list-style-type: none"> read further science fiction stories and/or fiction by David Hill.

Links with Other School Journal Titles

Alien Earth Base (SJSJL); *Backwards to Earth* (SJSJL); “Mars Bar” 2.4.97; “The Other Side of the Screen” 4.2.92; “Switched On” 2.4.98; “Our Robot” 2.4.92; “Keeping in Touch” 2.4.89; “Tough Talk” 2.4.94

Journal Search Categories

Computers

Fantasy

Humorous Stories

Science Fiction

Cross-curricular Links

Technology: Information and Communication technology

Science: Making Better Sense of Planet Earth and Beyond

Associated Websites

Resource Centre: Spelling in the Curriculum <http://english.unitecology.ac.nz/resources/resources/spelling.html>

NASA KIDS – a NASA site dedicated to kids <http://kids.msfc.nasa.gov/>

Royal Astronomical Society of New Zealand <http://www.rasnz.org.nz/>

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My Dad's Raw Fish

by Mata Mataio

Overview

This is an account of how a Cook Islands Māori family prepares a meal of raw fish. The author refers to cultural practices throughout the text.

Features to Consider in Context

•	The structure of the text as an account told in the first person
•	The use of dialogue and the conventions of direct speech
•	The use of the present tense
•	The use of colloquial language, for example, “Sweet as”, “Far out!”
•	The inclusion of Cook Islands Māori expressions, for example, “Akarukena ia! Auraka e amiri!”, “Kai kai”.

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 preparing and eating fish meals
•	The students' knowledge and experiences of Cook Islands Māori language, food, and customs
•	The illustrations use patterns and colours that relate to the Pacific Island setting
•	Words and concepts that some students may find challenging: “limes”, “scaling”, “gutting”, “according”, “custom”, “normally has first pickings”, “arguments”, “depending”, “coconut cream”, “marinade”, “spring onions”, “tangier”, “tender”, “grace”, “taro”, “chop suey”, “slurping”, “have a fit”, “eyeing”, “admit”.

Introducing Students to the Text

•	Ask the students who eats fish for tea. “Where does it come from?” “How is it cooked?” Use a think, pair, and share technique for discussion.
•	Introduce the title. “If you were going to eat raw fish, what would you do to get it ready?” “What would you do first?”
•	Have the students share their predictions within the group. List their suggestions.
•	Share the purpose for reading. Tell the students you will be asking them to compare their own family's customs with those of a Cook Islands Māori family.
•	Ask the students to read to “... then he might get it without too many arguments.” to check their predictions.

During the Reading

•	Clarify with the students the first steps taken to prepare the fish and compare these with the listed suggestions.
•	Discuss the custom of the oldest having “first pickings”. Clarify the meaning of the word “custom”. “What happens in your family?”
•	Discuss what Dad might do next to make the raw fish ready to eat. “How will he know when it's ready?”

•	Ask the students to read to “... tender to eat” to check their predictions.
•	Discuss and clarify any vocabulary causing difficulty.
•	Ask the students to read to the end of the text to identify any other Cook Islands Māori customs.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to discuss, in pairs, the mealtime customs of the Cook Islands Māori family and compare this with what happens in their families.
•	“How do you feel about the traditional custom of the oldest having first pickings and as much as he likes?”
•	Discuss the examples of colloquial language in the text.
•	“How can we make a recipe from this text?” Ask the students to reread the text from “Dad cuts the snapper into pieces” to “... ready and tender to eat.”
•	“What headings do you suggest we use to rewrite this piece as a recipe?” If necessary, model how to write the headings.
•	Ask the students to work in pairs to rewrite this part of the text as a recipe.

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 • exploring language • thinking critically	• explore choices made by writers.	• in pairs, read “Raw Fish: A Recipe” in this journal and compare it with their own raw fish recipe.
Interpersonal Listening Interpersonal Speaking	• interact with others in a group; • talk about events and personal experiences.	• discuss other settings and customs where raw fish is part of a meal, for example, the marae.

Links with Other School Journal Titles

“Delicious Steamed Kai” 1.5.92; *Hangi* (SJSJL); “Making an Umu” *Wockagilla* (JYPW 1999); “Queen of the River” 1.1.99

Journal Search Categories

Cooking

Food

Cross-curricular Links

Social Studies: Culture and Heritage

Associated Websites

The Cook Islands, the best kept secret in the Pacific Ocean <http://www.ck/index.html>

Cook Islands Food <http://www.ck/food/>

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Raw Fish: A Recipe

by Eseta Enari

Overview

This is a straightforward recipe that supports the story “My Dad’s Raw Fish”, also published in this journal.

Features to Consider in Context

•	The structure of the text as a procedure, which has:
	• a title that states the aim
	• a list of ingredients
	• numbered sequential steps
	• a closing comment
•	The steps written as command sentences, each sentence beginning with an action verb
•	The use of bullet points to organise information in a list.

Readability

Suggested 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’ experience of reading the story “My Dad’s Raw Fish”, published in this journal
•	The layout of the text
•	Additional information provided within brackets
•	The concept of measurement using fractions
•	Words and concepts that some students may find challenging: “tarakihi”, “telegraph cucumber”, “optional”, “cubes”, “too rich”.

Suggested Approach

•	Read the recipe together.
•	Assemble the ingredients. Together with the students, follow the instructions to prepare the dish and enjoy a shared meal.

Links with Other School Journal Titles

“Cooking Talo” 1.4.96; “Hot Bread” 1.4.99; “Feeding Time” *Junior Journal 16*; “Lunch on the Taro Plantation” 2.1.92

Journal Search Categories

Cook Islands

Food

Cross-curricular Links

Mathematics: Measurement

Science: Making Better Sense of the Material World

Technology: Food technology

Social Studies: Culture and Heritage

Associated Websites

The Cook Islands, <http://www.ck/index.html> the best kept secret in the Pacific Ocean

Cook Islands Food <http://www.ck/food>

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Myrtle the Turtle

by Dot Meharry

Overview

Myrtle, the classroom turtle, leads a quiet, contented life until she has an untimely accident. The children in the class are sad to lose Myrtle and bury her in the playground. While the children are still mourning, Myrtle stages a surprise comeback. After a visit to the vet, she is returned to her friends in the classroom.

Features to Consider in Context

•	The structure of the text as a recount
•	The dialogue between the characters and the use of the conventions of direct speech
•	A number of compound words, for example, “classroom”, “playground”, “woodwork”, “something”.

Readability

Noun frequency level: 7.5–8.5 years

Supports and Challenges

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

•	The students’ experiences of caring for pets and losing a pet
•	The students’ knowledge of reptiles and, in particular, turtles
•	The familiarity of the setting
•	The students’ knowledge of electricity
•	Illustrations that convey the feeling of the characters
•	The students’ knowledge of funeral procedures
•	Words and concepts that some students may find challenging: “usual”, “aquarium”, “protecting”, “element”, “electrocuted”, “suggested”, “funeral”, “hibernation”, “treat”, “clinic”, “infected”, “amputated”.

Introducing Students to the Text

•	Brainstorm with the students what they know about turtles.
•	Introduce the title and discuss with the students how they would care for a turtle in the classroom.
•	Share the purpose for reading. Explain that the students will be expected to support their views with evidence from the text.
•	Read to “Some of the children began to cry.” to find out how the children cared for and felt about Myrtle. Ask the students to justify their responses with reference to the text.
•	Ask the students to predict what may have happened to Myrtle and what they think the children will do.
•	Read to “They talked about getting another turtle ...” to check their predictions.

During the Reading

•	“How did the children show they still cared about Myrtle?” “What words in the text tell you this?” Ask the students to compare what happened in the text with their predictions.
•	“What might happen next?” Ask the students to read to the end of the text to find out.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss whether the students' predictions matched the text.
•	"Why did the children think Myrtle was dead?"
•	"It was cruel to amputate Myrtle's leg." Ask the students, in pairs, to agree or disagree with this statement and justify their view with evidence from the text.

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 Transactional Writing • processing information	• locate, select, and record relevant information.	• use the Internet or library to research further information about turtles.
Interpersonal Listening Interpersonal Speaking Presenting • thinking critically	• use verbal and visual features to communicate ideas.	• design a safer aquarium for Myrtle.

Links with Other School Journal Titles

"Baby Mice" 1.5.90; "Coyote and Turtle" 2.4.01; "Danger Dog" 1.1.97; "Dapper Dogs" 1.1.97; "Guinea Pigs under the Wood Heap" 1.2.92; "Keeping Terrapins" 2.4.01; "Ilana's Diary" 1.5.97; "Rabbits in the Classroom" 2.4.99; "When Puihi Died" 2.2.96

Journal Search Categories

Animals

Funerals

Pets

Traditional Tales

Cross-curricular Links

Science: Making Better Sense of the Living World

Associated Websites

Sunset

by Judy Raymond

Overview

This poem describes a sunset in one sentence, using blank verse and metaphor.

•	Ask the students to listen while you read the poem aloud. “What does the sunset remind the poet of?” “What words create this impression?” “Where is ‘the other side of the world’?”
•	Read the poem again. Ask the students, in pairs, to share the pictures they have in their heads. “What colours and shapes do you see?” “How would the sky look if it ‘boiled’?”

Associated Websites

Sunset Crater, Arizona http://volcano.und.nodak.edu/vwdocs/volc_images/img_sunset.html

Solar System – the Sun <http://kids.msfc.nasa.gov/SolarSystem/Sun/>

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Royal Rescue

by Peter Friend

Overview

Princess Decibel longs to be married to a brave prince, but she is very choosy. Events take an unexpected turn when what seems to be a brave prince turns out to be a wildlife photographer who is more interested in the dragon than in the princess.

Features to Consider in Context

•	The conventions of a play: a list of characters in capital letters, stage directions in italics, the dialogue for each character
•	The element of humour
•	The twist at the end, with the reversal in the position of the princess and the dragon
•	The use of hyphenated adjectives, for example, “razor-fanged”, “seven-headed”
•	The use of natural language patterns that include a considerable number of contractions.

Readability

Noun frequency level: 9.5–10.5 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 and appreciation of humour and fantasy in literature
•	The colourful illustrations
•	Words and concepts that some students may find challenging: “stinking rich”, “a contract”, “sword”, “razor-fanged”, “moat”, “wildlife photographer”, “rare”, “magnificent”.

Introducing Students to the Text

•	Ask the students: “What are the characteristics of princesses and/or dragons in fairy tales?” Use the role on the wall technique (<i>The Arts in the New Zealand Curriculum</i> , page 49) to chart the students’ ideas under the headings Fairy-tale Princess and Fairy-tale Dragon.
•	“Who could some of the characters be in a play called ‘Royal Rescue’?”
•	Ask the students, in pairs, to imagine in detail what seven-headed giant scorpions look like. Ask them to share their ideas within the group.
•	Distribute the journals, introduce the list of characters, and allow time for the students to view the illustrations.
•	Ask the students to silently read the play to check out their ideas about princesses and/or dragons.

After the Reading: Responding to the Text

Possible focuses for discussion

•	“Did you enjoy the play? Why?”
•	Discuss the characteristics of the princess and/or dragon, adding to the role on the wall chart when appropriate.
•	“Why do you think the writer named the princess ‘Decibel’?”
•	Discuss the idea of a “contract” and clarify any other vocabulary causing difficulty.

•	“What did you think about the way the play ended?” “In pairs, decide what could happen next.”
•	“How could you perform this play?” “What would you need?”

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 informally, with fluency and expression. 	<ul style="list-style-type: none"> • as a group, practise reading the play.
Personal Reading	<ul style="list-style-type: none"> • read for enjoyment; • practise reading strategies. 	<ul style="list-style-type: none"> • locate and read other stories and plays about other atypical fairy-tale princesses, for example, <i>The Tough Princess</i> by Martin Waddell or <i>Princess Smartypants</i> by Babette Cole.
Close Reading Interpersonal Speaking and Listening <ul style="list-style-type: none"> • exploring language • thinking critically 	<ul style="list-style-type: none"> • explore the choices made by writers. 	<ul style="list-style-type: none"> • read different versions of a traditional tale; in pairs, compare the ways the different authors introduce and/or end the narratives; and share their findings with the group.

Links with Other School Journal Titles

“Clare’s Dragon” 1.2.93; “Fernando Saves the Day” 2.3.95; “The Four Dragons” 2.1.97; “The Crown Prince” 3.2.98; “The Frog and the Princess” 2.1.92

Journal Search Categories

Dragons

Fantasy

Humorous Plays

Humorous Stories

Princesses

Associated Websites