



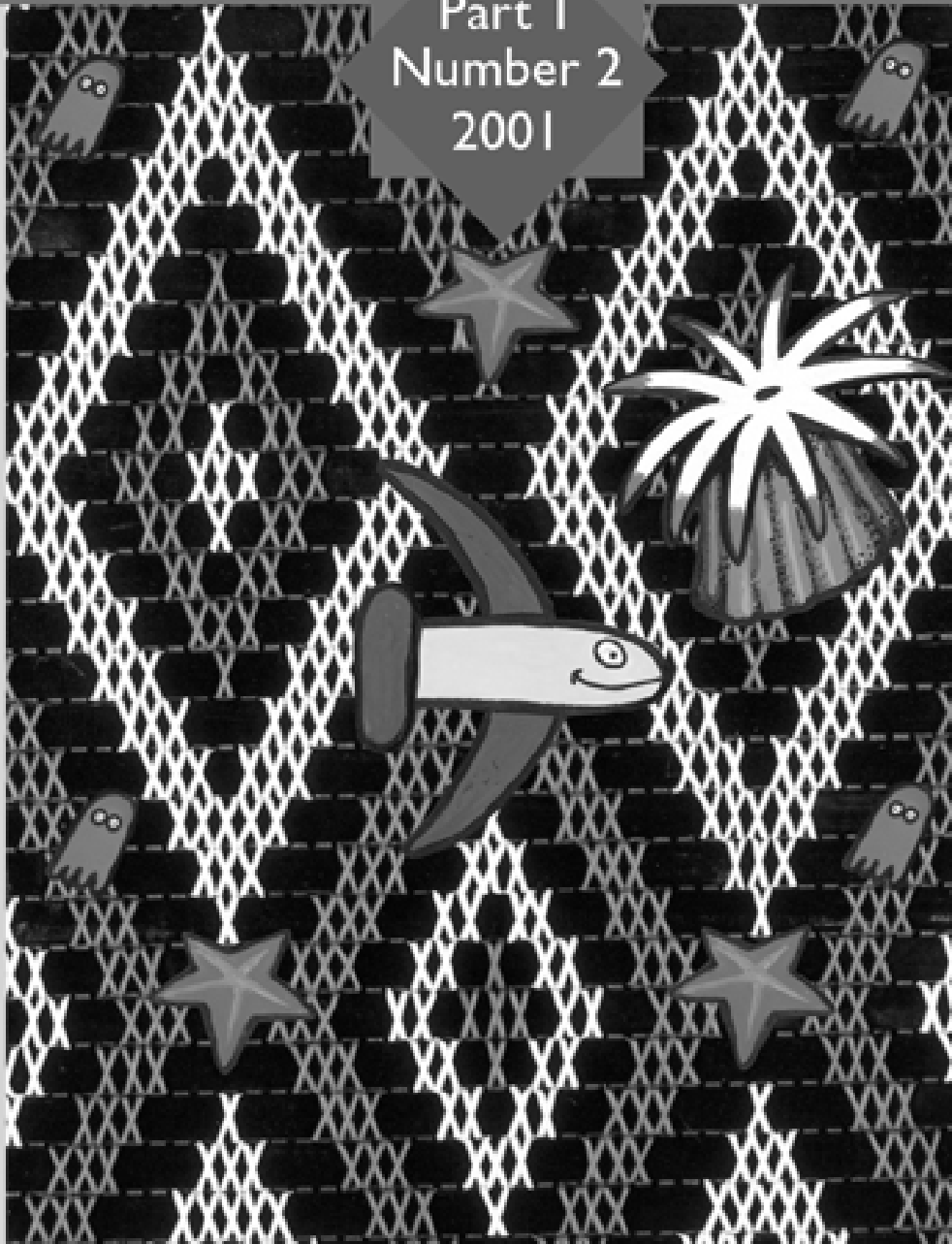
MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Teachers' Notes

School Journal

Part 1
Number 2
2001



Part 1

No. 2

2001

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Introduction

Why do we read? To satisfy curiosity? To develop deeper understandings? To gain specific information – or simply for enjoyment and entertainment?

These teachers' notes are intended to help you to encourage your students to use the *School Journal* for all of these purposes. They provide a wealth of detailed suggestions for using the Journals in your class reading programme.

The notes should be used in close conjunction with *The Essential School Journal*, *The Learner as a Reader*, and *English in the New Zealand Curriculum*.

The Teaching Approaches

A classroom reading programme uses a variety of approaches, including:

- reading to students
- reading with students
- reading by students.

These notes include ideas for using *School Journal* material for all these approaches, with a particular emphasis on guided reading.

For information on deciding which approach to use with a particular journal item for particular students, see *The Essential School Journal*, pages 12–15, and *The Learner as a Reader*, chapter 5.

Guided Reading

Guided reading is at the heart of the instructional reading programme. In this approach, teachers work with a small group of students to guide them purposefully through a text.

Guided reading involves:

- selecting a purpose for the reading
- introducing the text
- reading and responding to the text
- extending students' word-level strategies
- discussion and, where appropriate, follow-up activities.

These notes include suggestions for:

- selecting a focus for the reading and setting the scene
- particular features of the text that could be highlighted in discussion, including words and concepts that may present challenges for some students

- possible discussion points, learning experiences, and follow-up activities, where these are appropriate.

Possible follow-up activities are presented in charts that provide suggestions for:

- relevant achievement objectives
- learning outcomes for students
- learning experiences for students.

Please note that these charts are intended only to provide a range of suggested activities for you to choose from or adapt to your students' particular needs. The objectives and outcomes listed for each activity are also intended only as suggestions. You might choose to use a particular learning experience for any one of a number of different achievement objectives and learning outcomes, according to the needs of your students.

Introducing the Text

The introduction should be brief. It should:

- make links with students' background knowledge and motivate them to read
- highlight selected features of the text
- introduce in conversation any unfamiliar names or potentially difficult concepts
- set a purpose for the reading.

Reading and Responding

Some texts can be read straight through; others may need to be broken up, with breaks for discussion. While students are reading the text silently, you can observe their reading behaviour and help any students who are struggling. Students could be encouraged to identify (for example, with a paper clip or Post-it sticker) any words that cause difficulty.

Discussing the Text

This should be brief (a maximum of 10–15 minutes) and should not be a simple "question and answer" session. Students should be encouraged to think about their own responses to the text and to consider alternative points of view.

New concepts, vocabulary, and text features can be discussed in greater detail. Words that have caused difficulty could be discussed in the group. These notes list some words that have challenged students when the material has been trialled. You should not assume, however, that these same words will challenge your own students. Wait and see what comes out of the first reading. Students should be encouraged to use a variety of strategies to work out unfamiliar words. This is an opportunity to develop students' phonological awareness and skills. For example, in studying the context of the text, you could use a whiteboard to draw students' attention to letter clusters and letter-sound relationships, to break up words into syllables, or to discuss the meanings of words.

This is also a good time to look closely at language features if this is a focus for the lesson. For example, you could discuss features such as alliteration or use of similes or metaphors, and you could take the opportunity to expand students' own written vocabulary by pointing out interesting verbs or adjectives and synonyms for commonly used words.

Where appropriate, follow-up activities may be selected.

Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use the *School Journal Catalogue* or *Journal Search* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

- the student's prior knowledge, interests, and experiences
- the complexity of the concepts in the item
- the complexity of the style
- the complexity and length of the sentences
- any specialised vocabulary
- the length of the item
- the density of the text and its layout

- the structure of the text
- the support given by any illustrations and diagrams.

It is important to remember that most of these points could constitute either supports or challenges for particular students, and all of these aspects should be considered when selecting the text and the approach to be used.

These notes give further information about some of the potential supports and challenges in particular *School Journal* items. They include information gathered through trialling the items with groups of students.

Developing Comprehension Strategies

Reading is about constructing meaning from text.

Using a guided or shared reading approach provides an ideal context in which to teach comprehension strategies, for example:

- using prior knowledge
- predicting
- inferring
- asking questions and seeking clarification
- visualising text content
- summarising
- interpreting.

These notes suggest ways to develop these and other strategies.

Curriculum Links

These notes place particular emphasis on the English curriculum's achievement objectives for all three strands and the processes of exploring language, thinking critically, and processing information.

Where appropriate, links are suggested to key strands of other curriculum statements.

Suggestions for Further Reading

In some instances, related items from the *School Journal* or other Ministry of Education publications are listed. This will help you to suggest further reading or to plan theme studies.

Chester

by John Lockyer

Overview

Chester, an exuberant, affectionate puppy, is taken to Dog School, where he learns to obey commands. The excitement gets too much for Chester, however, when he wins a red ribbon and a plastic bone in the competition for the dogs and their owners.

Features to Consider in Context

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

- The simple narrative structure of the text
- The events unfolding in a predictable sequence supported by the arrangement of paragraphs
- The conventions of direct speech
- The use of the exclamation mark
- The use of present and past participles of the same verbs (for example, “barking”/“barked”; “scratching”/“scratched”).

Readability

Noun frequency level: 8–9 years

Suggested level: 8.5–9.5 years

Supports and Challenges

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

- The students who have had prior experience of caring for pets and watching television programmes like “Tux Wonder Dogs” will be able to relate their experiences to the concepts introduced in this story.
- Most students will be attracted to this story by the appeal of puppies and pets.
- The predictability of the puppy’s behaviour makes for a humorous, endearing tale that will encourage the students in their reading.
- Words that some students may find challenging: “sloppy”, “scratching”, “howling”, “basement”, “fetch”, “praise”, “firmly”, “competition”, “instructor”

Introducing Students to the Text

- Talk about the students’ prior experiences with puppies. “What do puppies do when they meet people?” “What else might puppies do?” Discuss the general behaviour of puppies.
- Introduce the title, confirming that the students understand that Chester is a puppy, and ask them to predict how Chester’s owners might manage his behaviour.
- Give the students time to preview the illustrations.
- Revise strategies for decoding difficult words.
- Ask the students to read the first seven paragraphs up to “Chester would not behave” and discuss what poor behaviours Chester showed and how his owners reacted.

During Reading

- Using the text if necessary, work with the students to develop a list of what Chester did and how his owners reacted, for example:

<u>Chester</u>	<u>Owner</u>
barked behind the door	banged on the door and shouted
scratched on the gate	rattled the gate and shouted

- Review the predictions that the students made earlier about how the owners might manage Chester’s behaviour.
- Discuss briefly the students’ thoughts on why Chester might behave as he does and how his owners could be feeling.

After Reading: Responding to Text

- Ask the students to scan the two paragraphs “For twelve Saturdays, Mum and I took Chester to Dog School ...” and “Mum and I learned lots at Dog School, too ...” Work with the students to create a list of what Chester learned and what his owners learned. Ask the students what they think was the most important thing that Chester learned and what was the most important thing that his owners learned.
- Check the students’ understanding of “to stay” and “to fetch”.

Possible Focuses for Discussion

- “How did Chester show that he had learned to be obedient?”
- “How do you think Chester felt when he won the competition?” “What is there in the text that makes you think that?”

- Ask the students to look at the paragraph starting “On the last day at Dog School, ...” and get them to identify the action verbs in that paragraph.

Suggested Activities

You may like to select an activity from the follow-up activities listed below. Teachers 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>
Personal Reading	<ul style="list-style-type: none"> • practise reading strategies; • select texts and read for enjoyment and information. 	<ul style="list-style-type: none"> • using the library or the Internet, research more about looking after pets in general or puppies in particular.
Presenting <ul style="list-style-type: none"> • exploring language • thinking critically 	<ul style="list-style-type: none"> • interpret meaning, using verbal and visual features. 	<ul style="list-style-type: none"> • illustrate in cartoon format an action scene from the competition and choose the appropriate verb to use as a caption for the cartoon.
Close Reading Viewing Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • interpret and present information, using the appropriate technology. 	<ul style="list-style-type: none"> • using the library or the Internet or by speaking with a local vet or pet shop owner, find out about what happens at dog obedience classes and present the information to the class.
Close Reading <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • interpret meaning to identify plot structure 	<ul style="list-style-type: none"> • if familiar with flow charts and the process of charting main events, in pairs, use this charting strategy to plot out the sequence of events that took place in this story.

Links with Other School Journal Titles

“Danger Dog” 1.1.97; “Fuss Makes a Move” 1.4.90; “Looking After Your Dog” 2.1.85; “Puppy Walking” 2.2.97; “Rosie the Railway Dog” *Junior Journal* 14; “Too Good to Be True” 1.3.99

School Journal Catalogue Categories

Dogs
Animal Behaviour
Animal Care
Pets

Cross-curricular Links

Science: Making Sense of the Living World
Social Studies: Social Organisation

Associated Websites

SPCA – Caring for Your Puppy
<http://www.rspcanz.org.nz/pets/pet%20care/dogs2.htm>

Stop Barking!
<http://www.rspcanz.org.nz/pets/pet%20care/dogs3.htm>

Tips for Training the Young Puppy
<http://www.perfectpaws.com/pup6.html>

He Kōrero mo te Pīngao

a story from the north, retold by Bridget Meads

Overview

This story retells the Māori legend of why pīngao grass grows on the sand dunes. The story would be suited to a unit on myths and legends. The article “Pīngao”, which also appears in this Journal, will help students’ comprehension here as would prior knowledge of the legend of Papa and Rangi, which is retold in an earlier *School Journal*, Part 1 Number 5, 1994.

Features to Consider in Context

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

- The format of recount texts:
 - paragraph one identifying who (the children of Ranginui and Papatuanuku), what (always fighting among themselves), when (once their parents had been separated), where (on the land of Aotearoa), why (Tawhirimatea hadn’t agreed to the separation of the parents), how (the fighting was resolved when Tawhirimatea decided to go and live in the sky)
 - events sequenced chronologically
 - passing of time signalled by words and phrases such as: “After ...”, “At such times”, “Since that time”, “As time passed”
 - use of the past tense
- The use of a mixture of Māori and English words.

Readability

Noun frequency level: 8–9 years

Suggested level: 8.5–9.5 years

Supports and Challenges

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

- The students’ familiarity with the legend of Papa and Rangi (*School Journal*, Part 1 Number 5, 1994) will support their reading of this text.
- This story has close links with the article

“Pīngao”, which is included in the same journal.

- This is a short, manageable text.
- Some students will be familiar with the Māori language and culture and will find their knowledge a support as they read this story. However, those students who are not familiar with the Māori language or traditions will find this story more challenging. A shared reading approach will help identify any difficulties the students have with the language.
- The sequence of the story is complex and requires prior knowledge of legendary whakapapa.
- Words that some students may find challenging: “separated”, “agreed”, “scattered”, “argue”, “ocean”, “continued”, “reminds”, as well as the concepts: “constantly”, “extremely”, “torrents”, “rage wildly”, “token of love”, “casting it onto the sand”, “take root”

Introducing Students to the Text

- Explore how much the students already know of Māori culture by reading aloud or referring back to the legend of Papa and Rangi, *School Journal*, Part 1 Number 5, 1994. Discuss the story of Papa and Rangi’s separation and the concept of a legend.
- Chart the whakapapa (family tree) down from Papa and Rangi to clarify that the students understand who the characters that occur in this story are. For example, Tangaroa, who is Papa and Rangi’s son, is god of the sea.
- Introduce the title, revising Māori pronunciation and explaining what it means in English: “The story of pīngao”.
- Refer to the article “Pīngao” that is also in this Journal and ask the students what they already know about the pīngao plant.
- Explain that the group will read the story together to find out how, according to this legend, pīngao came to grow on the beaches.

During Reading

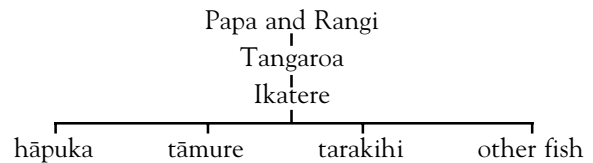
- If appropriate, use a shared reading approach to support the students as they read, allowing them to focus on the meaning of difficult concepts and vocabulary and stopping for discussion where necessary.

After Reading: Responding to Text

Possible Focuses for Discussion

- “Why does pīngao grow on the beach?”
- The whakapapa of Papa and Rangī:
Using the text, see how far the group can extend Papa and Rangī’s whakapapa chart.

For example,



- The purpose and structure of the text:
Discuss the purpose of the story, identifying who, what, when, where, why, and how in the first paragraph; identify words that signal the passing of time; and/or study the use of the past tense. (See Features to Consider in Context above.)
- The sequence of events:
Chart the main actions starting from paragraph two on a Chain of Events chart to show how the events progress in sequence. The students may find this chart useful later if they dramatise the story.

Suggested Activities

You may like to select an activity from the follow-up activities listed below. Teachers 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>
Personal Reading Expressive Writing • thinking critically	• select texts and read for enjoyment and information; • practise reading strategies.	• using the library or the Internet, read more myths and legends to discover what they explain. Then they could record the details of each myth/legend in a personal reading diary.
Viewing Presenting • thinking critically • exploring language	• combine verbal and visual features to communicate ideas through drama.	• in a group, dramatise and role-play the story, starting from paragraph two, and present the play to an audience.
Close Reading Presenting • thinking critically • processing information	• interpret meaning from the text using music.	• compose a percussion accompaniment for the role play and present it with the role play to an audience.

Links with Other School Journal Titles

Māui (SJSJL); “The Star Fishes” 1.3.92; “The Story of Papa and Rangī” 1.5.94; “Rona me te Marama” 2.4.93; “Papaka and Koura” 1.3.88; *Stolen Food* (SJSJL); “Kahukura’s Net” 2.3.90; “Ihinga and the Tūrehu” 2.1.93

School Journal Catalogue Categories

Māori
 Māori – Traditional Stories
 Legends

Cross-curricular Links

Social Studies: Culture and Heritage

The Arts: Music and Drama

Associated Websites

Māori Myths and Legends

[http://www.geocities.com/heartland/1474/](http://www.geocities.com/heartland/1474/MAORILEGENDS.html)

MAORILEGENDS.html

Māori Stories for Kids

<http://www.maori.org.nz/Maori-links/story.htm>

Ruamoko

<http://maori.com/kmst1.htm>

Not Just a House

by Materoa Tangaere

Overview

This article offers a short, straightforward explanation of the importance of the whareniui, identifying the dominant features and describing the spiritual value of the building that is more than just a house. The text is supported by a series of colourful, detailed photographs that will encourage the students' visualisation of a whareniui.

Features to Consider in Context

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

- The mixture of English and Māori words
- The layout of the text in relationship to the photographs
- The text presented as a factual account with a clear, straightforward structure.

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

- Clear, helpful photographs accompany the text.
- There is a readily available supply of resources such as picture sets, other articles about tikanga Māori, the local marae, and Māori legends to support the students as they study this text.
- Any students who have visited a whareniui will find their experiences a support as they read this article. Conversely, those students who have never visited a whareniui will be challenged by the concepts presented here.
- Some students may have difficulty grasping the concepts of the whareniui as an ancestor, whakapapa, and the whareniui acting as a record of history.
- Words that some students may find challenging: “ancestors”, “verandah”, “koruru”,

“maihi”, “raparapa”, “ceiling”, “tāhuhu”, “heke”, “heart”, “respectfully”

Introducing Students to the Text

- Allow the students to preview the photographs and ask them to identify the features of this building that are different from other buildings, for example, where they live.
- Introduce the title. Ask the students why they think that the writer has chosen this title. List their responses.
- Read the first sentence together “I want to tell you about our whareniui” and discuss the meaning of ancestors.
- Ask the students to read the whole article to find out how the house is an ancestor.

After Reading: Responding to Text

- Confirm and extend the students' ideas about the title:
 - the physical structure of the whareniui,
 - the decorations that are found in the building,
 - the way that the whareniui records stories and history.

Possible Focuses for Discussion

- Recording histories:
“Why do you think that the ancient Māori recorded their stories in this way?” “Can you think of other ways that stories can be recorded?” “How do you learn about your ancestors?”
- “What do you think the last sentence, ‘The whareniui holds the treasures of the past,’ means?” “What are the photographs on the walls?”
- Glossaries:
Draw the students' attention to the glossary for the poem “I Kite Au”, which is included inside the back cover of this Journal, and discuss the purpose of a glossary.
- Ask the students to suggest words from “Not Just a House” that could be suitable for a glossary.

Suggested Activities

You may like to select an activity from the follow-up activities listed below. Teachers 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 Viewing Presenting <ul style="list-style-type: none"> thinking critically processing information 	<ul style="list-style-type: none"> select, read, and/or view texts for information; select and organise relevant information. 	<ul style="list-style-type: none"> use a range of resources such as the library, the Internet, or questioning members of the local community to find out how other cultures/generations have recorded their stories. Present the information orally or visually to the class.
Listening to Texts Interpersonal Speaking Using Texts <ul style="list-style-type: none"> thinking critically processing information 	<ul style="list-style-type: none"> listen to and respond to a speaker; retell stories informally. 	<ul style="list-style-type: none"> visit a local marae or invite a person who has knowledge of the history of the local area to explain the stories of the local people to the class.
Close Reading Presenting <ul style="list-style-type: none"> thinking critically processing information 	<ul style="list-style-type: none"> interpret meaning to communicate information. 	<ul style="list-style-type: none"> use the details supplied in the text to draw and label the parts of a wharenuī.
Close Reading <ul style="list-style-type: none"> exploring language processing information 	<ul style="list-style-type: none"> identify information that assists in the understanding of text. 	<ul style="list-style-type: none"> construct a glossary for this article.

Links with Other *School Journal* Titles

“Finders Keepers” 2.1.97 and tape 97215 side 1;
 “The Gathering Place” 2.3.92 and tape 92421 side 1;
 “Greenstone Pendant” *Wockagilla* (JYPW 1999);
 “Rewa’s Village” 1.4.90; “Tāku Taonga Whenua”
 4.1.89 and tape 89140 side 2; “Te Papa Tongarewa” 2.1.01

School Journal Catalogue Categories

Māori
 History

Cross-curricular Links

Social Studies: Culture and Heritage
 The Arts

Associated Websites

Wharenuī
<http://www.culture.co.nz/expressions/wharenuī>
<http://english.unitecuniversity.ac.nz/resources/units/paikea/wharenuī.html>

Pīngao

by Bridget Meads

Overview

This short explanatory text about the use of pīngao for weaving tukutuku patterns and kete complements the legend “He Kōrero mo te Pīngao” in this Journal. The article could be read in conjunction with the poem “I Kite Au”, which describes the patterns on a tukutuku panel in a whareniui and which is also found in this Journal.

Features to Consider in Context

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

- The introduction, which uses a question to stimulate curiosity
- The use of words that signal cause and effect (“because”, “When”)
- The text written mainly in the present tense
- The mixture of Māori and English words
- The glossary inside the back cover for the poem “I Kite Au”.

Readability

Suggested level: 8.5–9.5 years

Supports and Challenges

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

- The legend “He Kōrero mo te Pīngao”, the article “Not Just a House”, and the poem “I Kite Au” that also appear in this Journal with their respective illustrations will support the students as they read this article.
- The glossary for “I Kite Au”, which is found on the inside back cover of the Journal, will also help the students as they read this article.
- Resources such as picture sets, which show details of tukutuku patterns, will be an additional support.

- Any of the students who have some prior experience of weaving will find this knowledge a support as they read this article. However, those students who lack knowledge of tukutuku panels or who have no weaving experience may struggle with the concepts introduced here.
- Those students who are familiar with the Māori language will find their knowledge a support as they read this text with its mixture of Māori and English words, but any students who have no knowledge of the Māori language may have difficulties with the text.
- Words that some students may find challenging: “dune”, “raffia”, “materials”, “scarce” as well as the concepts “taonga” and “sand dunes”

Introducing Students to the Text

- As a group, read the poem “I Kite Au” (use the glossary where necessary) and allow the students time to look at the photographs. Ask the students “How do you think these patterns are made?”
- Ask the students to relate any personal experiences they might have of weaving. “What materials have you used in your weaving?” “How did you design a pattern to weave?”
- Introduce the article “Pīngao” and ask the students to predict what pīngao might be and why it might be good to use for weaving. “How is pīngao different from the grass that grows here at school?” List their responses.

After Reading: Responding to Text

- Check the students’ predictions of what pīngao is.

Possible Focuses for Discussion

- “Why is pīngao used for weaving?”
- “Why do you think pīngao is scarce nowadays?” “What other materials can we use for weaving?”

- “Why are taonga special?”
- The structure and purpose of this text: “What is the purpose of this text?” “What is being explained?” “Find some words in the text that help to do the explaining.” (“This is ... because ...”)

- The photographs that accompany “I Kite Au”: The students could relate the ideas expressed in the poem to the patterns shown in the photographs.

Suggested Activities

You may like to select an activity from the follow-up activities listed below. Teachers 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>
Personal Reading	<ul style="list-style-type: none"> • select texts and read for enjoyment and information. 	<ul style="list-style-type: none"> • use the library or the Internet to read some more myths and legends.
Close Reading Presenting <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • use information in a visual form to communicate a part of a story. 	<ul style="list-style-type: none"> • in pairs, design a tukutuku pattern that helps to retell a legend they have read. Explain the pattern that they have created to the group.
Listening to Texts <ul style="list-style-type: none"> • thinking critically 	<ul style="list-style-type: none"> • listen and respond to meanings and ideas. 	<ul style="list-style-type: none"> • invite a local weaver to come to class to show and explain their weaving patterns.

Links with Other *School Journal* Titles

“Taiana’s Ngatu” 3.2.98; “Making a Piupiu” *Junior Journal* 7; “Weaving Paper” 2.2.96

School Journal Catalogue Categories

Weaving
Craftwork

Cross-curricular Links

The Arts
Social Studies: Culture and Heritage

Associated Websites

Māori Arts and Crafts
<http://www.maori.org.nz/Maori-links/arts.htm>

Māori Arts
<http://www.geocities.com/TheTropics/Shores/9338/art.htm>

River Bugs

by Jan Trafford

Overview

This lively, interest-grabbing article provides a recount of an exhilarating new way of travelling on a river. Older students will enjoy reading “River Bugs” as well.

Features to Consider in Context

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

- The unusual pull-in question to introduce the text and stimulate interest: “Do you think of yourself as a couch potato?”
- The use of direct speech, which includes natural speech patterns, minor sentences, and situations where the speaker is not always identified:
“‘Time for some white-water action,’ said Alice. ‘Is everyone ready?’
‘Yes!’
‘Is anyone scared?’
‘Yes!!’”
- The conventions of direct speech
- The use of short sentences to convey the fast pace of the action
- Changes in font style and size
- The opening paragraph and the section on safety highlighted in colour
- The use of punctuation (such as exclamation marks), capital letters, ellipses, and italics, for example, “1 ... 2 ... 3 ... SPLASH!”, “‘Yeah – the *river bug!*’”

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

- The article studies an exciting new subject that will interest many students.
- Many colourful and expressive photographs

accompany the text.

- The fun introductory question will draw many students in to reading the text that follows.
- Most students will be able to relate to the natural speech patterns that occur throughout the text: “OK”, “No problems”, “Yeah”, “Awesome!”.
- Some students may have difficulty with the unusual names of the children mentioned in the article – Callum, Rory, Sephrah, Jasmine, and Harley.
- The play on words with “river bug” at the end of the text may be challenging for some students.
- The students who lack knowledge and/or experience of being on a river and river safety may have difficulty understanding some of the concepts introduced in this article: “downstream”, “upstream”, “hit the rapids”, and “white-water action” and the water safety apparel, such as life jackets, helmet, flippers, and webbed gloves.
- Words that some students may find challenging: “inflatable”, “webbed”, “snagged” as well as the concept of “couch potato”

Introducing Students to the Text

- Discuss what the students understand by the phrase “couch potato”.
- Introduce the title, “River Bugs”. Ask the students what this article might be about. List their predictions.
- Read the first four paragraphs up to “Alice and Don were the guides.” Check the students’ predictions.
- Locate the Buller River on a map of New Zealand.
- Ensure that the students understand how to pronounce the names of the children in the article.
- Allow the students time to briefly peruse the photographs.
- Discuss the students’ own experiences of rivers, rapids, rafting, and so on.

During Reading

- Ask the students to read from “First, they had to pump up the River Bugs” to “But under the water, our feet are paddling away like crazy” to find out what the children in the article had to learn before they tried out the River Bugs on the rapids. List the students’ responses.
- Discuss the meaning of double-bugging. Have the students read to the end of the article to check their understanding of double-bugging and to find out why the children in the article double-bugged.

After Reading: Responding to Text

- Check the students’ understanding of challenging vocabulary.

Possible Focuses for Discussion

- Water safety:
Discuss the safety tips offered in this article, for example, “Don’t panic”, and refer back to the introductory paragraphs to consider the safety equipment used for river bugging.
- Features of the text: direct speech, some non-identification of speakers, short sentences, exclamation marks (See Features to Consider in Context above).
Ask the students to consider why the author, Jan Trafford, might have decided to write the article like this.

Suggested Activities

You may like to select an activity from the follow-up activities listed below. Teachers 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>
Personal Reading	<ul style="list-style-type: none"> • select texts and read for information. 	<ul style="list-style-type: none"> • use the library or the Internet to read similar water adventure articles.
Close Reading Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • present information using appropriate technologies. 	<ul style="list-style-type: none"> • make a list of the water safety equipment and practices mentioned in this article and in other water adventure articles and present the information in a Water Safety chart to put on the classroom wall.

Links with Other *School Journal* Titles

White Knuckle Territory (SJS�); *Beach Watch* (SJS�); *Am I Windsurfing!* (SJS�); *Diving with Dad* (SJS�); “Paddle Your Own Canoe” 1.3.99; “Swimming Day” 1.5.92

School Journal Catalogue Categories

Sports
Scuba Diving
Yachts and Yachting

Cross-curricular Links

Science: Making Sense of the Physical World
Health and Physical Education

Associated Websites

Water Safety New Zealand – education in, on, and under the water
<http://www.watersafety.org.nz/>

Ahoy There! Kids in Boats – activities available as starters for classroom, swimming, and boating programmes
<http://www.anzsbeg.org.au/kids.html>

Best Friends

a story from Cambodia, retold as a play by Emma Kim

Overview

This traditional story, retold as a play, tells of a dog's attempts to find a friend. It has a structure that can be found in many traditional stories across a range of cultures.

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, the introduction to each scene, stage directions as required, the dialogue for each character
- The visual elements provided within the text to signal changes in intonation, for example:
 - the spacing between letters, as in “I’m so-o-o lonely!”
 - the use of bold and capital letters for emphasis, as in “Wolves aren’t scared of **anything**.” “People are not afraid of **ANYTHING!**”
- The element of fantasy conveyed by the illustrations
- The use of contractions, for example, “I’m”, “you’re”, “I’ve”, “I’ll”, “who’s”

Readability

Noun frequency level: 7–8 years

Supports and Challenges

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

- The story has a simple structure, and the main event is repeated four times, making the plot easy to predict and follow.
- Likewise, crucial phrases and sentences (“I don’t want a friend who’s scared of ...”, “What are you doing, Dog?”), and pieces of vocabulary (“Excuse me”, “Good night”) are repeated

throughout the play, allowing the students an opportunity to consolidate their understanding of these words.

- The stage directions are straightforward, and the play requires little in the way of props.
- The play follows a format that many students will have encountered when reading other traditional stories.
- Some students who have had a dog as a pet may be aware of the idea of a dog being “man’s best friend”, but this will be an unknown concept for many students and may need to be clarified in class discussions.
- Any students who are from Southeast Asia may know of Cambodia (Kampuchea) and may find this knowledge a support in their reading, but most of the students will have little knowledge of the whereabouts and customs of Cambodia.
- Many students will have no prior knowledge of wild animals such as wolves and bears, though those who have visited a zoo or another country may have some understanding of the dangers of these animals.
- Words some students may find challenging: “Excuse”, “sure”, “scared”

Introducing Students to the Text

- Relate to the students’ prior knowledge of traditional stories by asking if they know of any stories that have talking animal characters like wolves or bears in them.
- Ask the students if any of them have puppies or dogs for pets. “Would a dog be a good friend for a wild animal like a bear?” “Why/why not?”
- Introduce the title of the play and ask the students to read the list of characters. Ask them to predict which two characters become best friends. Discuss the reasons for their choices.

- Ask the students what they will do if they come to a difficult word. Revise strategies for word attack.
- Direct the students to read the play silently, checking their predictions about which two characters become best friends and why.

After Reading: Responding to Text

- Discuss and clarify the students' predictions.
- Clarify any challenging vocabulary or concepts.

Possible Focuses for Discussion

- Fear:
Refer to the last line, "People are not afraid of ANYTHING!" Ask the students if they think that this is true. "Why does the dog think that it is?"
- Repetition:
Ask students if they enjoyed this play. "What did you notice about the storyline?" "Do you know any other stories where characters repeat their lines?" (for example, "Goldilocks and the Three Bears").

- Presentation:
Discuss what would be a suitable way of presenting this play to an audience.
- The visual elements in the text:
Draw the students' attention to the visual elements within the text (bold type, punctuation such as questions marks, ellipsis, use of full capital letters in words – see Features to Consider in Context above). Ask the students why they think that these words have been written in this way. "How should we read this part of the text?" In pairs, have the students read parts of the text where particular visual elements affect intonation.
- Role-playing:
"How might a rabbit speak?" Read out Dog's lines and have the group read out the rabbit's lines. Repeat the procedure for the bear's or wolf's lines.
- Contractions:
Identify and discuss two or three examples of contractions. Ask the students to work in pairs to find a further example. "Why do you think that the author put so many contractions in this play?"

Suggested Activities

You may like to select an activity from the follow-up activities listed below. Teachers 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>
Personal Reading	<ul style="list-style-type: none"> • select texts to read for enjoyment; • practise reading strategies. 	<ul style="list-style-type: none"> • use the library or the Internet to read more traditional stories.
Using Texts	<ul style="list-style-type: none"> • read aloud with fluency and expression. 	<ul style="list-style-type: none"> • practise reading the play together. Making and wearing simple masks would assist with characterisation.
Presenting • exploring language	<ul style="list-style-type: none"> • use stage directions and work co-operatively. 	<ul style="list-style-type: none"> • after practising several times, present the play to an audience.
Close Reading • exploring language	<ul style="list-style-type: none"> • identify and explain a writing convention. 	<ul style="list-style-type: none"> • as a group, make a Common Contractions chart to put up in the class.

Links with Other *School Journal* Titles

“The Wolf and the Shrimps and the Rabbit” 1.4.90; “Counting Crocodiles” *Junior Journal* 9; “The Crow and the Peacock” *Junior Journal* 9; “White Rabbit and the Sharks” 1.5.91; “Why the Bear Has a Short Tail” 1.1.92; “Why the Rooster Crows So Early” 1.3.97

***School Journal* Catalogue Categories**

Talking Animals
Traditional Stories

Associated Websites

A folk tale from Cambodia: “To Sell a Donkey”
<http://www.familyinternet.com/StoryGrowby/read/donkey.html>

Under the Sea

by Alan Bagnall

Overview

This descriptive poem could be used as a focus poem for the week or as part of a wider poetry unit, where the students are immersed in poetry initially through listening, reading, and interpreting. The students may respond in a variety of ways using discussion, movement, painting, and group presentations.

- Read the poem aloud while the students listen with closed eyes. Ask them to visualise the scene under the sea while you read the poem to them.

Focus for Discussion

Thinking Critically

- “What do you think the poem is about?”
“How is the scene the same as the one we can find on land?” “Does the poem change the way you think about life under the sea, and if so, how?”
- Explain to the students that you want them to work in pairs to quickly sketch the scene of “Under the Sea” after you have read the poem to them again.

Exploring Language

- Ask the students to find the words in the first verse that tell them that the poet is comparing the sea with the land. Then have them do the same for the second verse.
- Draw the students’ attention to the simile:
“and the fish dart over
like birds in the sky.”

Links with Other *School Journal* Titles

“Forest under the Sea” 1.4.87; “If All the Sea Were One Sea” 1.2.91; “Mako Shark” *Junior Journal 21*; “Terrible Teeth” *Junior Journal 21*; “Treasures from the Sea” 2.2.98; “What Does a Starfish Have for Lunch?” 1.2.99

School Journal Catalogue Categories

Sea
Sea Animals

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites

Seaweed
<http://seaweed.ucg.ie/seaweed.html>

New Zealand Seaweed: a gift from Tangaroa, God of the Sea
<http://www.nzkelp.co.nz/>