

Teachers' Notes

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Part 1

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Teachers are welcome to photocopy these notes if and as necessary.

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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.

A Birthday Cake for Salote by 'Elena Mailangi

Overview

A Tongan mother offers a novel cake for her daughter's birthday.

Features to Consider in Context

- The positive relationships demonstrated within this family
- The conventions of direct speech
- The use of contractions within the dialogue between the characters
- The use of simple and compound sentences
- The use of the past tense
- Illustrations which provide clues about the setting and events in the text
- The Tongan names of the characters, for example, Salote, Sio, Kopo.

Readability: Supports and Challenges

Noun frequency level: 7.5–8.5 years

Suggested level: 7.0–8.0 years

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

- The children's prior experience of birthday celebrations – the cake, the candles, and the song
- The manageable length of the text
- Concepts and words that some students may find challenging: "pawpaw", "stalk", "scooped", "upright", "freshest"

Introducing Students to the Text

- Ask the students to close their eyes and picture in their heads the best birthday cake they have ever had. Encourage them to think about shape, colour, and taste. Have them pair and share their experiences.
- "Why do we have birthday cakes?"
- Introduce the title of the story and read the opening dialogue section to the students, from "It's Salote's birthday" to "Just wait and see."

Ask the students to predict what their mothers might do about a birthday cake.

- Revise decoding strategies, "What will you do if you come to a tricky word?"
- Distribute the Journals.
- Set a purpose for the reading: "I wonder what Salote's mum will do about her birthday cake." Allow the students time to briefly view the illustrations.

After the Reading: Responding to the Text

Possible focuses for discussion

- Allow the students time to make personal responses to the story.
- Brainstorm possible reasons why Mum chose pawpaw for Salote's cake. "How would you feel if you had a birthday cake like Salote's?" "How did Salote's family feel about the cake? How do you know?"
- Clarify any vocabulary that is causing difficulty.
- "What fruit in New Zealand could we use for birthday cakes?" "What problems could there be with using this fruit?" (For example, it might not be in season when you need it.) Think, pair, and share.

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>
Viewing Presenting Transactional Writing • thinking critically • exploring language	<ul style="list-style-type: none"> present information in a different form using visual and verbal images. 	<ul style="list-style-type: none"> in pairs, referring back to the text, storyboard the preparation of the pawpaw birthday cake.
Close Reading Presenting • processing information • thinking critically	<ul style="list-style-type: none"> design to stated criteria; write a procedure. 	<ul style="list-style-type: none"> in pairs, design their own fresh and cheap birthday cake, which could be easily made in New Zealand, and write the procedure for making this cake.
Interpersonal Speaking Interpersonal Listening	<ul style="list-style-type: none"> work co-operatively to follow instructions. 	<ul style="list-style-type: none"> in pairs, bring the ingredients to school and make their cake.
Viewing Interpersonal Listening and Speaking • processing information • thinking critically	<ul style="list-style-type: none"> respond to meaning and ideas. 	<ul style="list-style-type: none"> locate Tonga on a map and discuss as a group why pawpaw grows so well in Tonga.

Links with Other *School Journal* Titles

“A Big Bunch of Bananas” 1.1.89; “Lunch on the Taro Plantation” 2.1.92; “An Unexpected Wish” 1.4.97; “What a Feast!” 1.2.97; “Preparing the Pola” 2.3.97; “Fishing for Octopus” 2.1.01

School Journal Catalogue Categories

Tonga

Cross-curricular Links

Social Studies: Culture and Heritage

Associated Websites

History of Birthdays
<http://www.birthdayexpress.com/bexpress/planning/BirthdayCelebrations.asp>

Birthdays - History and Traditions
http://www.partysmarty.co.uk/history_and_traditions.html

Tonga
<http://www.tongatapu.net.to/>

Kei te Aha a Arana? **by Whetu Cormick**

This text is a conversation in Māori about the actions of Arana as he runs, jumps, swims, throws a ball, and skips until he is tired. A glossary for the English translation is provided on the inside back cover. The text could be used in the classroom to enrich the te reo programme. The colourful illustrations provide excellent support for the text.

Just To Be Safe

by John Lockyer

Overview

A cautious grandmother puts safety first while on a camping trip with her granddaughter. However, the situation is reversed when possums arrive during the night.

Features to Consider in Context

- The use of repetitive phrases, which reinforce the main idea and the predictable text
- The use of dialogue to illustrate the relationship between the two characters, for example, “‘Big waves can be dangerous,’ added Grandma. ‘And exciting,’ said Kate.”
- The use of action verbs: “pitched”, “nodded”, “zipped”, “snuggled”, “switched”, “flicked”, “wriggled”
- The use of an ellipsis to introduce the repeated refrain “just to be safe” and to signal a pause before the speaker offers their explanation almost as an afterthought, for example, “I think we’ll pitch the tents on higher ground ... just to be safe”.

Readability: Supports and Challenges

Noun frequency level: 8.5–9.5 years

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

- Prior experience of camping and camping grounds
- Concepts and words that some students may find challenging: pitching tents, “higher ground”, “lagoon”, “surf”, “snorkelling”, “dunes”, “poisonous”, “flying fox”, “equipment”, “maypole”, “concrete igloos”, “coughing”, “snuffling”
- Experience of relationships with grandparents.

Introducing Students to the Text

- Ask the students “Who has been camping?” and explore experiences within the group, introducing the concepts of pitching tents and higher ground.
- Discuss outings with grandparents. “Are they adventurous or do they like to be safe?” Brainstorm some of the “adventurous” activities that the students have experienced with their grandparents.
- Revise decoding strategies: “What will you do if you come to a tricky word?”
- Introduce the title of the story and ask the students to predict what a grandmother on a camping trip might do “just to be safe”. Think, pair, and chart the students’ responses.
- Ask the students to read to “Let’s go back through the sand dunes” and find the safe behaviours that Grandma insisted on up to that point.

During the Reading

- Discuss the safe behaviours described in the story (placement of the tents, swimming in safe water) and compare these with the students’ predictions, which you charted earlier. List the behaviours on a chart headed Safe Behaviours and Adventures:

Safe Behaviours	Adventures
<ul style="list-style-type: none">• Tents on high ground• Swimming in the lagoon	

- Clarify any challenging vocabulary.
- Set a purpose for the reading. Ask the students to read to the end of the story, identifying any further safe behaviours and/or adventures that Grandma and Kate might have had.

After the Reading: Responding to the Text

Possible focuses for discussion

- “What changes at the end of the story?”
- Have the students pair and share the safe behaviours put forward in the story and complete that column on the chart. Then get them to repeat the process to identify the adventurous behaviours.
- “Do you think Grandma was being overprotective or just sensible? Why?”
- Ask the students to listen and mime the actions while you read aloud from “After a quick shower ...” to “... wriggled out of her tent”.

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 • processing information	• reread to identify information.	• in pairs, reread the text to list the features of the area, for example, beach, trees, stream, sand dunes.
Presenting • processing information	• communicate ideas, using visual and verbal images.	• draw a simple map of the area, showing the features listed above.

Links with Other School Journal Titles

“Port Waikato School Camp” *The Secret Lake* (JYPW 1995); “Rain Stopped Play” 2.2.87; “Naabi Hill” 2.4.91; “The Great Outdoors” 2.2.90

School Journal Catalogue Categories

Camping
Relationships with Elderly People

Cross-curricular Links

Health and Physical Education: Healthy Communities and Environments

Associated Websites

Let’s Go Camping
http://english.unitecology.ac.nz/resources/units/kamp_kapers/home.html

A unit in which students are involved in developing camping skills. Students will be encouraged to share experiences and record them using transactional writing

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

The Best Way to Eat Spaghetti

by Rachel Hayward

Overview

In this humorous story, Max's family offer him advice and opinions on the best way to eat spaghetti. He finds his own solution in the quiet of the kitchen.

Features to Consider in Context

- The use of direct speech
- A considerable number of action verbs: "spun", "twirl", "twisted", "sprayed", "popped", "chopped", "scooped"
- The letter blends that occur with many of the words, for example, "Splish, splosh, splash"
- The use of poetic language, including onomatopoeia, rhythm, and a simile.

Readability: Supports and Challenges

Noun frequency level: 7.5–8.5 years

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

- The experience of eating spaghetti
- The family experience of eating together and sharing ideas
- Concepts and words that some students may find challenging: "frustrating", "strands", "protested", "fistful", "shoved", "din"

Introducing Students to the Text

- Relate to the students' prior experiences of eating spaghetti. Discuss the different kinds of spaghetti: tinned, packet, home-made. Ask the students, in pairs, to mime how they eat spaghetti.
- "What are the different ways that we eat spaghetti?" Chart the students' responses, for example, cut, twist, and slurp, introducing vocabulary from the story where possible.
- Introduce the title of the story and explain that this story includes lots of opinions on the best way to eat spaghetti.

- Ask the students to identify tricky words by attaching a paper clip to the page that they occur on.
- Set a purpose for the reading. Find out all the different ways this family eats spaghetti. Read to "Yum, yum!" she yelled."

During the Reading

- Discuss what the students think of the different ways the family eats spaghetti.
- Clarify any words that are causing difficulty.
- Use a shared reading approach for the verse-like list of eating styles, "Twirl, twiddle, twirl ..." to "Yum, Yum!"
- Ask the students to predict how Max will eat his spaghetti, share their prediction with a partner, and read to the end of the story.

After the Reading: Responding to the Text

Possible focuses for discussion

- "What was different about the way Max ate his spaghetti?" "Check Max's solution in the story with your prediction."
- "Does anyone in the story eat spaghetti the way you do?"
- Use the verse-like list of eating styles near the end of the story, "Twirl, twiddle, twirl ... gobble, glug, gulp ...", to identify and discuss particular letter blends.
- Discuss the meanings of any words that the students have marked with paper clips and list synonyms for some of those words.
- Use the story for a Readers' Theatre. Distribute highlighters with photocopies of the text, allocate roles, and ask each student to highlight just the speech of their role. Decide whether a narrator is needed.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts Presenting	<ul style="list-style-type: none"> read aloud for an audience. 	<ul style="list-style-type: none"> present, by hand or using the computer, the “Twirl, twiddle, twirl” list near the end of the story as a poem.
Using Texts Presenting <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> communicate ideas using music. 	<ul style="list-style-type: none"> create a rap that involves rhythm and beat and uses percussion instruments.
Using Texts Presenting <ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> communicate ideas using drama. 	<ul style="list-style-type: none"> cook and eat spaghetti, following the actions of the “poem” list that occurs near the end of the story.
Using Texts <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> read aloud with fluency and expression. 	<ul style="list-style-type: none"> practise the Readers’ Theatre formally as a group.
Personal Reading	<ul style="list-style-type: none"> read for enjoyment. 	<ul style="list-style-type: none"> read the poem “Spaghetti”, which is in this journal.

Links with Other *School Journal* Titles

“The Fabulous Noodle Fund-raiser” 2.2.98 (tape 98168, side 1)

School Journal Catalogue Categories

Humorous Stories

Cross-curricular Links

Health and Physical Education: Relationships with Other People

Associated Websites

How to eat spaghetti
<http://www.ehow.com/eHow/eHow/0,1053,13681,00.html>

Playing Flipperball by Penny Bailey

Overview

Flipperball is a water sport. The young narrator in this article explains some features of the sport, with an emphasis on having fun. The interesting subject matter of this article makes it suitable to use with older students.

Features to Consider in Context

- A factual account that provides some information about the sport flipperball
- The use of the first person in the plural form, “we”, “our”
- The use of the present tense
- The variety of punctuation used: exclamation marks, commas, quotation marks, apostrophes for contractions
- The use of compound and complex sentences, for example, “There are nets at each end of the pool, just like hockey, and the ball is like the one you use for volleyball.”
- Cropped photographs support the text.
- A considerable number of contractions, for example, “we’re”, “you’re”, “That’s”.

Readability: Supports and Challenges

Noun frequency level: 9–10 years

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

- Experience or knowledge of water sports, hockey, or volleyball
- The level of the students’ interest in sport
- The photographs and the labelled diagram, which accompany the text
- The manageable length of the text
- Subject specific words such as “coach”, “goalkeeper”, “referee”, “player of the day”, “goalie”, “attack”, “defence”, “midfield”
- Other concepts and words that some students may find challenging: “local”, “recognise”, “instantly”, “presented”, “plaque”

Introducing Students to the Text

- Discuss any team sports that the students are involved in. Ask the students to pair and share their knowledge about the team sports that they play.
- Bring the group together to share the students’ ideas and chart some of the common features, for example, coaches, practice, uniforms, a referee, skills, “player of the day”, the equipment used.
- Introduce the title of the text and ask the students to predict what sort of game flipperball might be.
- Distribute the Journals and allow time for the students to view and informally discuss the photographs and the diagram, checking their predictions about what type of game flipperball might be.
- Set a purpose for the reading. Ask the students, in pairs, to form questions about what they would like to find out about this new sport. Chart the students’ questions for later reference.
- Ask the group to read the article to find the answers to the questions they developed earlier.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss with the students whether their questions were answered, asking them to provide evidence from the text.
- “What questions were not answered?” “What else do we need to know?”
- As a group, write one rule for this game.

- In pairs, finish the statement “People play team sports because ...”. Share the ideas with the group. If appropriate, extend the discussion to include various other reasons. (A few ideas could be that some people get paid to play sports, people enjoy the company, people play for fitness and health.)

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>
Transactional Writing <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • sequence ideas logically. 	<ul style="list-style-type: none"> • in pairs, write another three rules for flipperball.
Using Texts <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • convey meaning clearly and accurately. 	<ul style="list-style-type: none"> • trial the game in the school pool and teach it to another group.
Transactional Writing <ul style="list-style-type: none"> • exploring language • processing information 	<ul style="list-style-type: none"> • write instructions using sequence; • use verbal and visual features to communicate ideas. 	<ul style="list-style-type: none"> • write a set of instructions under the title Flipperball, using the following headings: Players Equipment How to Play.

Links with Other School Journal Titles

Am I Windsurfing! SJSJ; *Beach Watch* SJSJ; *Diving with Dad* SJSJ; “Me and My Team” 3.2.85; “The Bat” 2.2.99; “Horse” 2.4.94 (tape 95113, side 2); “River Bugs” 1.2.01

School Journal Catalogue Categories

Sports

Cross-curricular Links

Health and Physical Education: Relationships with Other People

Movement Concepts and Motor Skills

Associated Websites

Water Safety New Zealand: education in, on, and under the water

<http://www.watersafety.org.nz/>

The Hillary Commission: Sport for Young New Zealanders

<http://www.hillarysport.org.nz/kidsindex.shtml>

Hillary Commission kidsports

<http://www.hillarysport.org.nz/kids/kiwisport.shtml>

Spring Chickens

by Jan Maguiness

Overview

This factual recount tells how a class observed chickens being hatched inside an incubator. The article would be best read while the class were hatching their own chickens in the classroom.

Features to Consider in Context

- The use of factual language
- The use of paragraphs to present each new idea
- The comparisons made between a hen hatching a chick and chickens being hatched in an incubator
- Cropped photographs that capture the event of a chicken hatching from an egg
- The use of the past tense.

Readability: Supports and Challenges

Noun frequency level: 7.5–8.5 years

Suggested level: 8–9 years

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

- The photographs that accompany the text
- Prior knowledge about seasons
- Prior experience of chickens hatching in the classroom
- Knowledge of measurement: time and temperature
- Concepts and words that some students may find challenging: “fertilised”, “incubator”, “electric bulb”, “temperature”, “degrees”, “electronic”, “thermometer”, “mash”

Introducing Students to the Text

- Brainstorm with the students what happens in spring.
- Explain that they will read an article about chickens hatching. Ask the students what they know about hens hatching and rearing chicks and chart their responses under the title Before Reading.

- Distribute the Journals and, as a group, view the photographs, introducing the subject-specific vocabulary used in the text.
- Set a purpose for the reading. Ask the students to read along silently while you read aloud the first four paragraphs up to “... there was enough water in the dish” to find out how the incubator takes the place of the mother hen.

During the Reading

- Discuss how the incubator fulfils the role of mother hen.
- Set a purpose for the reading. Ask the students to read on silently and discover what happened when the chickens hatched.

After the Reading: Responding to the Text

Possible focuses for discussion

- “What do you think of Cassandra’s suggestion?”
- Ask the students what they now know about hatching and rearing chickens. List their responses in another column titled After Reading on the chart that you created before the reading.
- Ask the students, in pairs, to think of any question they would like to ask about chickens hatching. List the students’ questions.

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>
Presenting <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • locate, select, and organise information using verbal and visual features. 	<ul style="list-style-type: none"> • use the Internet or the library to research answers for their questions and present their findings as a group. (You may like to download appropriate sites for the students beforehand.)

Links with Other *School Journal* Titles

“My Chickens” *The Secret Lake* (JYPW 1995); “The Turkey Mother” 2.2.86; “An Egg Story” 1.1.88; “Happy Hens” 1.3.97; “A Present from Pudding” 1.3.01

School Journal Catalogue Categories

Birds

Cross-curricular Links

Science: Making Better Sense of the Living World

Associated Websites

Chick Rearing

http://english.unitecology.ac.nz/resources/units/chick_rearing/home.html

This unit shows the ways in which a digital camera can be used to enhance a classroom programme with special emphasis on the viewing and presenting strands in English.

Miracle of Birth

<http://www.msichicago.org/exhibit/chick/chickbmov.html>

Rearing Our Chicks

<http://www.poultry-farm.co.uk/chickrearing.html>

Caught

by Janice Leitch

Overview

The double meaning of the title of this play is revealed when fortunes are reversed for two children on a fishing expedition.

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 natural speech patterns, which include a considerable number of contractions, for example, “she’d”, “Don’t”, “I’m”, “bait’s”, and “there’s”, and shortened sentence structures, for example, “Didn’t think you would.”
- Simple sentence structures
- The personification of the fish.

Readability: Supports and Challenges

Noun frequency level: 7–8 years

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

- The manageable length of the text
- The vocabulary, which is within the reading experience of most students at this level
- The few stage directions to follow
- The experience of fishing
- The concept of fish playing tricks on humans.

Introducing Students to the Text

- Ask the students if any of them have been fishing. Give them time to share their experiences with the group.
- Explain that the play they’re about to read, which is about a fishing expedition, is called “Caught”. Ask them to predict why the writer may have chosen this title. Share the predictions within the group.
- Revise decoding strategies: “What will you do if you come to a tricky word?” Introduce the names of the characters.

- Set a purpose for the reading. Ask the students to read the play and check their predictions about the title.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss the meaning of the title and have the students work in pairs to compare the actual meaning of the title with their earlier predictions.
- Refer to the last six lines of dialogue in the play. Ask the students who has caught whom.
- Ask the students what props would be needed to perform this play.
- Allocate roles and ask the students to read some parts of the play aloud, stressing how punctuation such as exclamation marks signal intonation.

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"> • exploring language • thinking critically 	<ul style="list-style-type: none"> • read aloud informally. 	<ul style="list-style-type: none"> • practise reading the play as a group.
Presenting Using Texts <ul style="list-style-type: none"> • exploring language 	<ul style="list-style-type: none"> • read aloud for an audience; • communicate ideas using mime and drama. 	<ul style="list-style-type: none"> • perform the play for the class.

Links with Other *School Journal* Titles

“The Great Human Hunt” *Junior Journal* 16;
 “Helping Each Other” 1.2.90; “Monkey Stew”
 1.2.99; “Fishing for Octopus” 2.1.01

School Journal Catalogue Categories

Talking Animals
 Plays

Associated Websites

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

Spaghetti

by Pauline Cartwright

This poem uses rhyme and rhythm to describe the characteristics of spaghetti. It could be read after the story “The Best Way to Eat Spaghetti”, which is also found in this journal.