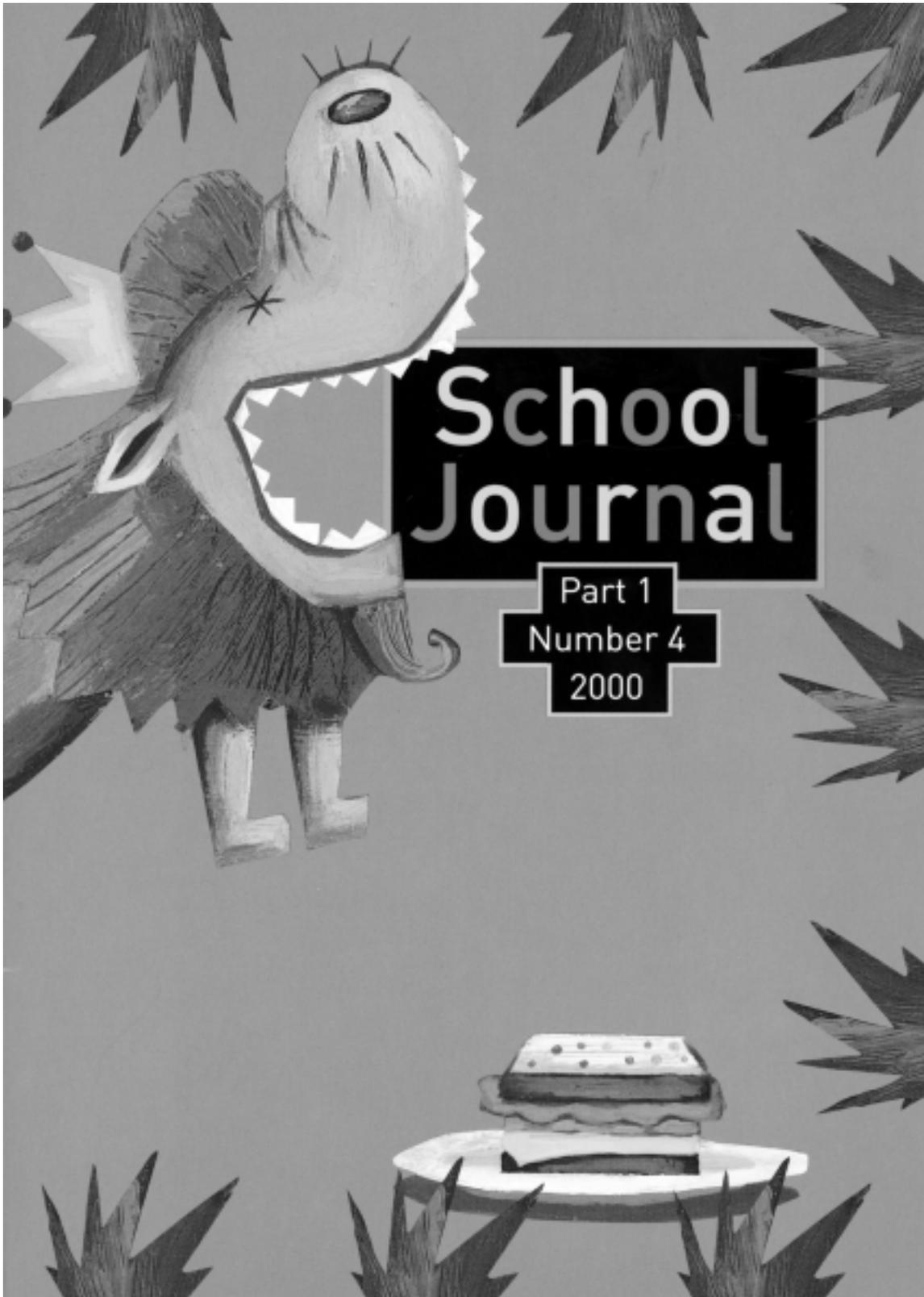


MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Teachers' Notes



Part 1

No. 4

2000

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Acknowledgments

The illustrations for "It's Not My Fault" (part of which is used on the cover) are by Kirsty Lillico, those for "TFD" are by Jennifer Cooper, those for "Paper Penguins" are by Christine Tate, and those for "Marta's New Friend" are by Elspeth Alix Batt. The photographs for "King of the Grasses" are by Jill MacGregor, that for "Fireworks" is from *The Dominion*, and those for "Penguin Hospital" are by Rose Hudson and Christine Laven.

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Learning Media thanks Lee Baker, Sue Crichton, Bea Hamer, and Lee-Anne Mooar for their work in preparing these notes for teachers.

Published 2000 for the Ministry of Education by
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Item number 10154

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 balanced 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 a sticky page tag) 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
- 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.

It's Not My Fault

by Bill Nagelkerke

Overview

King Lion and the other animals are in an uproar. Who is the cause of it? This is an amusing and thought-provoking animal fable that sees the smallest creature in the animal kingdom upsetting the hierarchy and getting away with it.

Features to Consider in Context

- The human characteristics attributed to the animals (the animals bickering; Hippo, "... minding my own business"; Warthog, "... I forgot to look where I was going ...")
- The actions of the animals to suit the natural activities of such creatures (Hippo wallowing in the water, Warthog going for a run, Tsetse Fly buzzing around annoying everyone)
- The natural, everyday language, complete with ellipses to indicate where King Lion is interrupted all the time as the others try to save themselves from punishment ("In that case ...," he began; "Warthog's to blame, so I decide ...")
- The theme of cumulative cause and effect.

Readability

Noun frequency level: 8–9 years

Supports

- The repetitive structure of the story

Challenges

- Words that some students may find challenging: Tsetse Fly, Warthog, Hippo, fault, bruised, whacked

Introducing Students to the Text

- Discuss the concept of the domino effect. Have you set dominoes up in a line and knocked the first one over? What happens?
- Consider the title. Have you ever said "It's not my fault" about anything? When? Have you ever made excuses to get out of something you didn't want to be blamed for?

- Discuss the animals that appear in the story. What do you think a warthog looks like? Draw a picture of what you think it looks like.
- Study the illustrations. How realistic are they? Do you know what each of these animals is?

After the Reading

Possible questions to discuss

- Whose fault was it?
- Could they have solved the argument in a better way?
- Have you ever been stung by a bee or a wasp? What happened?
- What is a tsetse fly? (It's a bloodsucking African fly that can transmit various diseases.)
- Have you read any other animal stories about a very powerful animal and a very weak one? (The Lion and the Mouse; The Tortoise and the Hare)
- What do you think is the most powerful animal in the world? Why?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|---|--|--|
| Viewing and Presenting • presenting | • present a story in dramatic form | • in a group, present this story as a play with a narrator and sound effects |
| Listening • listening to texts | • listen and respond to a text and sequence ideas | • in a group, read the story up to “Something bit you?” said King Lion” (p. 6) and draw a flow chart of the sequence of events up to this point. Then read the rest of the story and compare the sequence of events with the flow chart. |
| Speaking • using texts | • tell a story for an audience | • be a reporter for TV or radio and report on what happened, interviewing some of the animals along the way |
| Listening and Speaking • thinking critically | • relate the text to their own experiences | • in a group, make a list of situations where they have been afraid of different animals and then situations where animals have been afraid of them |
| Reading and Writing • processing information | • retrieve and present coherent information, using more than one source and type of technology | • each choose one animal, find out about it using the library and/or the Internet, and report to the class with text and visuals on the features of that animal |

Links with Other *School Journal* Titles

“Aesop and His Fables” 1.5.92; “Bad Breath” 1.1.96; “The Fox and the Goat” 1.5.95; “The Mouse and the Elephants” JJ8 1992; “A Piggy Name” 1.3.90; “You’ll Never Believe This” 1.2.96

School Journal Catalogue Categories

Fables
Animal Behaviour

Marta's New Friend

by Dina Viatos

Overview

A refugee child who is unable to speak or read English arrives at school and makes a new friend. The narrative describes what it is like to be in an unfamiliar situation.

Features to Consider in Context

- The characterisation of support figures in the teacher, the buddy, and the mother, and in contrast, the unsympathetic girls
- The contrast between the refugee child's present and past life experiences
- The text structured as a problem that is solved as the child, Marta, gradually gains confidence
- The text features that indicate that Marta is a foreign speaker of English with unusual usage and mispronunciation of English words: "Mamma", "bomba"
- The repetitions in the dialogue that emphasise how people communicate with someone who is speaking English as a foreign language: "Bomber?" said Holly. 'No, it's not a bomber, it's a jet ... it's quite safe.' 'Jet?' asked Marta. 'Yes,' said Holly. 'Jet.' ... 'No bomba. Jet. Safe.'"

Readability

Noun frequency level: 7.5–8.5 years

Suggested level: 8–9 years

Supports

- The realistic illustrations
- Prior discussion of concepts

Challenges

- Words that some students may find challenging: wiped, bomba/bomber, hopscotch
- Concepts that are unfamiliar to some students
- Length of text

Introducing Students to the Text

- Ask students to remember back to their first day at school. What did you find difficult and what did you find easy about your first day at school? What would it be like to go to a place where you couldn't talk to anyone or be understood?
- Discuss the different languages that are used around the world. You may wish to show students examples of other languages that use the same alphabet as English and then compare these languages with those that use a different alphabet/script such as Greek, Hebrew, Mandarin. Who knows another language?
- Discuss refugees. Why do people leave their own countries?

After the Reading

Possible questions to discuss

- Pictures can often tell a story. What story do you think Marta's drawings were trying to tell?
- Where do you think Marta might have come from?
- Can you think of any games we play in New Zealand that people from other countries might not play? Can you think of any games that are played around the world?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|---|---|
| Viewing and Presenting • thinking critically | • identify meanings; compare and contrast past and present events | • draw Marta's pictures of before she came to New Zealand and after she was here a while and, in a group, talk about the similarities and differences between the pictures |
| Reading and Writing • thinking critically | • compare past and present events | • make a two-column chart to show Marta's past and present experiences |
| Viewing and Presenting • presenting | • communicate a message in visual form | • communicate to someone what time lunch is without using words |
| Viewing and Presenting • exploring language | • use visual features to communicate ideas | • design signs for the girls' and boys' toilets |
| Close Reading • exploring language | • identify the structure of narrative texts | • discuss the narrative structure, look at characterisation, and give examples of the problem, the complications, and the solution in this narrative |
| Viewing and Presenting • processing information | • use visual texts to present information | • make a picture dictionary for Marta of important words |
| Listening and Speaking • using texts | • ask questions and talk about events | • working in pairs, interview someone from another country and tape or video the interview (Use the five Ws (who?, what?, where?, when?, why?) and how? as the basis for the activity.) |
| Listening and Speaking • interpersonal speaking | • discuss personal experiences | • in a group, discuss occasions where they have felt awkward and new to a situation |

Links with Other School Journal Titles

Read aloud "Freedom at Last" (*The Wockagilla*)
JYPW 99

School Journal Catalogue Categories

Refugees

Cross-curricular Links

Social Studies: culture and heritage
Health: relationships with other people

King of the Grasses

by Jill MacGregor

Overview

This report introduces students to an unusual kind of farming, showing how bamboo is grown and processed.

Features to Consider in Context

- The use of the present tense
- The introductory paragraph that is designed to capture the reader's attention with the "human interest" element
- The four-part structure of the article: 1) the description of bamboo from both a commercial and an aesthetic perspective; 2) the preparation of bamboo for specific purposes; 3) the ongoing maintenance work involved in running the farm; 4) the light-hearted ending providing a humorous conclusion to the factual report
- The informal tone ("But today there's work to do.")
- The specialised technical vocabulary ("kenninji", "node", "slat", "sheath").

Readability

Noun frequency level: 9.5–10.5 years

Supports

- Photographs that support the details of the text

Challenges

- Words that some students may find challenging: specialised technical vocabulary (see above), joints, pandas, splinters, polythene

Introducing Students to the Text

- Consider the title. What do you think it might mean? What is the biggest plant you've ever seen?
- Discuss the different styles of farming in New Zealand. We know about sheep and dairy farms. What other kinds of farms do you think exist in New Zealand? (arable farms, vineyards, orchards, gardens, nurseries) Have you ever visited one of these kinds of farms? What did the workers do there?
- Show students a piece of bamboo. What is this? What could it be used for?

After the Reading

As they read, you could ask students to look out for words that describe bamboo.

Possible questions to discuss

- What are the differences between grasses and trees?
- What do you need to remember when you are growing a plant?
- Do you have any jobs that you have to do at home?
- Do you have a favourite or secret place that you go to?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|---|---|
| Reading and Writing • processing information | • interpret and present information in a written form | • as a group, design a job sheet that shows the day's work that the different people who are working on a bamboo farm need to do |
| Reading and Writing • thinking critically | • present coherent information | • using photocopies of the photographs from the article, put the photos in the correct sequence to show the stages of growing bamboo |
| Writing • transactional writing | • identify and present information in written form | • write captions to explain the photographs in the article |
| Writing • transactional writing | • shape ideas into a diary genre | • write a diary entry for Owen or Warrick for the day described in the article |
| Writing • poetic writing | • shape ideas into the form of a poem | • write a poem about being in another place (for example, the bush, a railway station, a cave) |
| Writing • poetic writing | • shape ideas into a poetic genre | • write a poem to describe bamboo using some of the descriptive words used in the article |
| Viewing and Presenting • processing information | • identify and present information in visual form | • make a spider diagram to show what can be made from bamboo |
| Viewing and Presenting • processing information | • identify and present information in visual form | • draw a piece of bamboo and label the parts of their drawing using terms from the text |
| Viewing and Presenting • processing information | • identify and present information in visual form | • as a group, make a pictograph to show the jobs that students in the group do at home (for example, caring for animals, washing dishes, tidying their room, taking out rubbish, making lunches, weeding) |

Links with Other *School Journal* Titles

“The Thousand Uses of Bamboo” 2.4.91; “Milking Trees” 2.4.92; “A Fragrant Task” 1.3.91; “Girl on the Gumfields” 4.1.94

School Journal Catalogue Categories

Farming
Horticulture

Cross-curricular Links

Science: Making Sense of the Living World
Technology: Materials, Structures, and Mechanisms
Social Studies: Resources and Economic Activities

Penguin Hospital

by Rose Hudson

Overview

This article is a personalised report/recount of how the author dealt with a sick bird – a little blue penguin. It also provides an opportunity for students to learn more about the natural world.

Features to Consider in Context

- The personalised nature of this recount:
 - the use of the first person
 - the people and birds featured
 - the inclusion of dialogue
- At the outset, the problem being presented through a rhetorical question (rather as if the author were pondering aloud)
- The human characteristics that are given to animals (“... a large seagull with an awful lot to say”; “He thinks he’s the penguin’s dad.”)
- The five-part structure of the article: 1) a problem is posed; 2) the solution to the problem is introduced; 3) the work involved in solving the problem is described; 4) the problem is resolved; 5) general advice is given.

Readability

Noun frequency level: 8–9 years

Supports

- Photographs that support the details of the text
- Prior experiences with sick animals

Challenges

- Words that some students may find challenging: burrows, leash, nephews

Introducing Students to the Text

- Discuss the idea of sick animals. Have you ever had a pet that has got sick? What did you do? What kind of things make our pets sick?
- Confirm that students know what a penguin is. Where do penguins live? What do we know about penguins?

After the Reading

Possible questions to discuss

- If you were walking home one day and found a sick or injured bird, what would you do?
- How is an animal hospital different from a hospital for people?
- What did the workers at this hospital do each day to look after the sick birds?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|---|---|--|
| Reading and Writing • processing information | • retrieve and present coherent information using information technology and written texts | • email or fax the local branch of the Department of Conservation with particular questions about dealing with injured native birds and animals |
| Reading and Writing • transactional writing | • retrieve and present coherent information using information technology and written texts | • in pairs, find out about different kinds of penguins (emperor, yellow-eyed, little blue, etc.) by looking up websites on the Internet and Forest and Bird magazines/library books. Present the information to the rest of the class |
| Reading and Writing • transactional writing | • select the main ideas from the text and present the information in written form | • write captions for some of the photographs |
| Viewing and Presenting • presenting | • identify and retrieve information for a specific purpose and present it to an audience using verbal and visual features | • make a poster to encourage people to protect little blue penguins |
| Viewing and Presenting • presenting | • identify and retrieve information for a specific purpose and present it to an audience using verbal and visual features | • design a sign warning people to keep dogs away from penguin nesting areas |
| Viewing and Presenting • presenting | • identify and retrieve information for a specific purpose and present it to an audience using verbal and visual features | • make a flow chart to show the treatment procedure for an injured bird |

Websites

Penguin sounds
<http://eclipse.span.ch/soundsof.htm>
 Penguin report by a child
<http://www.pinn.net/~efm/peng001.html>
 New Zealand penguins
<http://www.penguin.net.nz>

Links with Other School Journal Titles

“Meeting a Penguin” 2.3.89; “Mary and Silver Eye” JJ11 1994

School Journal Catalogue Categories

Animal Care
 Animals
 Birds
 Veterinary Science

Cross-curricular Links

Science: Making Sense of the Living World

Paper Penguins

by Jane Buxton

Overview

This procedural text instructs the reader on how to make a penguin out of paper. You could make a collection of the penguins into a mobile to hang in the classroom.

Features to Consider in Context

- The simple, straightforward title that makes the purpose of the article immediately clear
- The opening statement about materials needed
- The text in the form of numbered points that help to clarify the order of events
- The short, simple sentences with functional use of language
- The sentences beginning with verbs in imperative form (for example, “Fold the top corner down ...”)
- The diagrams and illustrations that help the reader to follow instructions
- The use of the abbreviated units of measurement and numbers that are figured rather than spelt out
- The use of brackets with statements that add extra information.

Readability

Noun frequency level: 8–9 years

Supports

- The diagrams to explain each stage of the process

Challenges

- Words that some students may find challenging: centimetres, square, diagram, beak, squash
- Some complex instructions

Introducing Students to the Text

- Discuss paper folding. Do you know what origami is? (It is the Japanese art of folding paper into decorative shapes and figures; from the Japanese ori – fold; kami – paper.)
- Discuss what makes a good procedural text. Have you ever tried to make something from instructions that were hard to understand? What happened? Why is each step numbered?

After the Reading

Possible questions to discuss

- After students have made a paper penguin, ask “Were the diagrams and illustrations helpful? How did they help you? Were any of the instructions hard to follow? Could you explain them more clearly?”
- What would be a good thing to do with your paper penguin?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|--|---|
| Reading and Writing • exploring language | • identify and make use of the features of instructional writing | as a group: • write a fuller list of what is needed for the activity (for example, ruler, pencil, scissors) |
| Writing • transactional writing | • write instructions in authentic contexts | • write instructions for making a family of different-sized paper penguins |
| Viewing and Presenting • processing information | • match words and diagrams in sequence | • using photocopies of the illustrations, rearrange them into a flow diagram that matches the sequence of the text, and then display the sequence for the rest of the class to follow as they construct more paper penguins |

Links with Other *School Journal* Titles

“Bird Beaks and Monster Mouths” 1.1.92

School Journal Catalogue Categories

Paper Work

Cross-curricular Links

Technology: Materials Technology

TFD

by Charlotte Woodfield

Overview

This short play is a celebration of the TFD – the Television-free Day – or is it a MDO – Mum’s Day Off? The 13-year-old author of this humorous and accurate observation on the influence of television writes: “It’s a play that probably reflects scenes in your homes ... Enjoy it!”

Features to Consider in Context

- The use of satire, where adult and child behaviour is ironically paralleled to emphasise the strong control television has over our lives
- The sting in the tail providing the humour
- The conventions of written dialogue: the use of capitals and italics for emphasis
- The use of colloquial speech: (“Too bad.”); repetition for emphasis (“I think we really, really need one!”)

Readability

Noun frequency level: 7–8 years

Suggested level: 7.5–8.5 years

Supports

- The students’ prior experience
- The brevity of the text
- The humour
- The mixture of reading levels among different characters

Challenges

- Words that some students may find challenging: sofa, remote control, Barbie’s, final, plenty
- The subtlety of the twist at the end, which may elude some readers

Introducing Students to the Text

- Discuss the title. What might the letters TFD stand for?
- Consider TV viewing patterns. What are your favourite programmes? How much TV do you watch? Who watches the most TV in your home? Do you think you watch too much TV?
- Talk about chores. Do you have any chores that you do at home? Do you think that children should have to do chores?

After the Reading

Possible questions to discuss

- If you had a TFD, what would you do instead?
- How would you feel if an adult behaved like Mum at the end of the play?
- Did you think this play was funny? What was funny about it?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|---|---|
| Close Reading • exploring language | • define some of the elements of narrative | • in a group, discuss the different aspects of the play, such as plot, setting, characterisation, suspense, climax, resolution |
| Writing • poetic writing | • shape ideas into poetic or narrative form | • write a poem or a story about a TFD |
| Writing • transactional writing | • write a continuation of a dramatic text | • continue the play by writing Scene Two: what happens when the children come back into the room? |
| Writing • transactional writing | • express opinions clearly | • in pairs, work out six reasons that children could use to convince their parents that they should be allowed to watch TV |
| Viewing and Presenting • presenting | • give a performance of a scripted play | • produce, direct, and act the play for an audience, preparing the stage, set, props, costumes, ticketing, programmes, and advertising. If possible, video the production |
| Listening and Speaking • interpersonal listening and speaking | • listen and respond to differing points of view in relation to personal experience | • dividing into groups of six, decide whether their team will take the positive or negative side and prepare to debate the topic: TV is good for people, or We should stop watching TV for ever. Each speaker should start their speech with a strong statement and support it with a reason, for example, "I think that TV is good for people because ..." |
| Listening and Speaking • interpersonal listening and speaking | • gather information and share it with others | • find out what an older person did to entertain themselves before there was TV and what kind of chores children did when that older person was young. Report their findings back to the class |

Links with Other School Journal Titles

"Tama's Birthday Watch" 2.4.94; "Fluffy Pink Slippers" 2.3.99

School Journal Catalogue Categories

Plays (Py.8–9)
Television

Cross-curricular Links

Health: Personal Health and Physical Development
Social Studies: Culture and Heritage

Fireworks

by Philippa Werry

Overview

The short lines, regular rhythm, and simple language of this poem make it easy to take in and enjoy.

Features to Consider in Context

- The extended metaphor of “Sky flowers”
- The juxtaposition of life and death with the imagery of flowers blossoming and being mowed down – supported by the two-stanza structure
- The short, two-beat line rhythm and the four-line stanza pattern
- The visual imagery expressed in simple language.

Readability

Noun frequency level: NA

Supports

- The students’ experience of fireworks
- The photograph providing a realistic image

Challenges

- Words that some students may find challenging: blossom, rockets, mow

Introducing Students to the Text

- First time round, let the students close their eyes and listen to you reading the poem aloud. Later they can read it aloud themselves.
- Discuss fireworks. Who has seen a fireworks display? What patterns did the fireworks make in the night sky?

After the Reading

Possible questions to discuss

- Why has the author said that the fireworks are like flowers blossoming?
- What happens when a firework dies down? Would the firework “petals” really fall “all over town”?
- Do rockets really mow firework flowers down when they shoot through the sky in a fireworks display?
- Discuss the metaphors offered in this poem. What pictures does this poem make in your minds?

Suggested Activities

You could select from the follow-up activities below.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|--|--|
| Viewing and Presenting • viewing and presenting | • respond to meaning and ideas and record impressions in a visual form | • draw a picture of what they imagine from the descriptions given in the poem using black paper and pastels, perhaps with glitter |
| Viewing and Presenting • viewing and presenting | • use verbal and visual features to communicate ideas using appropriate technology | • present a slide show on computer, incorporating poems, pictures, and safety guidelines |
| Writing • poetic writing | • record personal experiences in poetic form | • brainstorm words to describe the sights, sounds, and smells of fireworks before, during, and after a fireworks display. Then write a sights, sounds, and smells poem about fireworks |
| Speaking • using texts | • present ideas effectively to an audience | • make a presentation to a school assembly including poems, artwork, and a fireworks safety song |
| Listening and Speaking • interpersonal listening and speaking | • listen to and interact with others in a class discussion | • in groups, brainstorm what safety precautions we should have in place for dealing with fireworks |

Links to Other *School Journal* Titles

“Fireworks” JYPW 88; “Rip-off” JYPW 90

Cross-curricular Links

Health: Personal Health and Physical Development
(safe practices and management stratagems)