

MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Teachers' Notes



Part 2

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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 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 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
- 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.

Watercress

by Marie T. Waiomio

Overview

A grandfather explains to his grandson, Piripi, why it is forbidden to visit the whenua tapu on top of the hill, Pukenui, or to pick the watercress growing there. The story offers a cultural lesson in the form of a legend within a modern narrative.

Features to Consider in Context

- The relationships between son, mother, father, and grandfather
- The cultural beliefs and practices that are important to a group of people (for example, tapu)
- The contrast between the present and the past, at the same time highlighting the continuity that exists in an oral tradition (“It’s the same story my grandad told me when I was your age.”)
- The elements of prediction and suspense before the resolution (“watched in horror”, “I’m not allowed up there ... it’s too scary”, “heard his mother’s shriek ...”)
- The minimal nature of the narrative, inferring action with short, suggestive phrases (for example, “His eyes closed ...”, “No sign of the watercress”).

Readability

Noun frequency level: 7.5–8.5 years

Suggested level: 8.5–9.5 years

Supports

A glossary of Māori words is included.

Challenges

This story contains vocabulary and ideas that some readers at 7.5–8.5 level may find difficult. Students reading at a higher level will find the vocabulary less challenging and will be better able to think about the ideas in the text.

- Words that some students may find challenging: scattered, scudding, taniwha, tongue, entrance, shriek, site, terrier, watercress

- The complexity of the text (for example, time shifts, story within a story)
- Māori and English words mixed together

Introducing Students to the Text

- The story develops over two sections. You may like to use a shared reading approach in the first part of the story (pages 2–4) and discuss the issue that has been developed by the end of this section. Then ask the group to read on to find the resolution.
- Make sure that students understand that “Dad” and “Poppa” are father and grandfather respectively.
- Ask the students about stories that adults in their family tell them about things that happened when they were young.
- Talk about forbidden things or places and whether adults explain why they are forbidden.

After the Reading

Possible questions to discuss

- Have you ever been blamed for something you didn’t do? How did you feel?
- Why was Piripi so worried?
- Why was it forbidden to eat the watercress in this story?
- What does “tapu” mean? What other kinds of things are tapu?
- Why do you think that Poppa winked at Piripi?
- Do you think that the visitors from the other tribe did wrong on purpose?
- How is “everything made right” in the story?
- What can we do to show respect for our ancestors?
- What else do you know about taniwha?

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 • processing information	• retell a narrative	• in pairs, retell the story
Close Reading • thinking critically	• relate meanings to personal experiences • infer meaning by reading beyond the factual level of the story	• say if they have ever felt the same as Piripi and retell the situation that they experienced • discuss how they think each character was feeling during and at the end of the story • identify negative and positive things in the story
Close Reading • exploring language	• identify features of the narrative structure	• in pairs, reassemble in correct sequence key sentences/passages from the text (previously copied and cut up) • as a group, make a flow chart or a diagram to show the structure of the story
Close Reading • exploring language	• discuss the effects of a writer's choice of particular words in a text	• as a group, identify examples of verbs in the story. In pairs, find examples on the first page of the story of verbs that convey the idea of things happening quickly (for example, "jumped", "ran", "scattered", "took off")
Reading and Writing • exploring language	• identify patterns of dialogue	• write a dialogue about a personal experience using the text as a model
Viewing and Presenting	• tell a story in a visual form	• draw a cartoon sequence of part of the story

Links with Other *School Journal* Titles

"Aramanga" 1.3.91; "Ihenga and the Turehu" 2.1.93; "Raukawa" 1.2.96

School Journal Catalogue Categories

Māori

Māori – Traditional Stories

Cross-curriculum Links

Health: Relationships with Other People

Social Studies: Culture and Heritage

Baa!

by David Hill

Overview

Bringing a pet to school is sometimes problematic, especially if it is a lamb that isn't house-trained. The children in Room Seven enjoy the experience, and their teacher is philosophical about the upsets. This is a humorous narrative with a little twist at the end to leave the reader smiling.

Features to Consider in Context

- Circular structure, with the ending echoing the initial event
- Complex sentences with reported speech and thought ("Tamsin said no, she and her friends were going to read Pam a story"; "Was it a poodle? A baby goat? No – it was a lamb!")
- The conventions of written dialogue; idiomatic forms ("The girls were going, 'So cute!'")
- Cultural references ("Hairy Mclary", "Barbie")
- Word play with sound patterns, puns, and repetition ("Pam the Lamb", "Woolly MacPully"; "Tamsin had a little lamb, a little pork, a little ham."; "baa", "Baaaarbie", "baaaarbecue")
- Predictions ("Ms Mika sighed"; "Andrew grinned"; "MOOOOO!" went something outside.")
- Inferences: ("Find Mr Chan. Get disinfectant and a big bucket of water.").

Readability

Noun frequency level: 8.5–9.5 years

Suggested level: 9–10 years

Challenges

Students reading at an 8.5–9.5 level may find that the number of difficult words prevents them from fully enjoying the story's humour. A 9–10 year level may be more appropriate for instructional reading.

- Words that some students may find challenging: rhymes, puddle, interval, diet, disinfectant, leash, poodle, dribbled, stared, suggested, curled
- The length of the text

Supports

- The familiar classroom setting
- The humorous storyline

Introducing Students to the Text

- Discuss humour and what makes people laugh.
- Think about the differences between city and country schools.
- Talk about caring for pets and baby animals.

After the Reading

Possible questions to discuss

- Which parts of this story did you think were funny? Why?
- Which boy or girl in the story made you laugh most? Why?
- What do you think of the way Ms Mika reacted? What else might she have done?
- What have you found out about lambs from the story?
- Do you think that Andrew disobeyed Ms Mika?
- Is the narrator more likely to be a boy or a girl? Why do you think this?

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>
Oral Language • using texts	• use voice expression to convey meaning	• role-play the story using the dialogue given in the text, with one person as narrator
Close Reading • processing information	• understand some of the characteristics of humour	• pick out examples of humour from the story and say why they are funny
Close Reading • thinking critically	• compare styles of humour	• compare humour in two or more <i>School Journal</i> stories by different authors or in two or more stories by David Hill
Close Reading • exploring language	• identify examples of humorous language	• collect and create examples of word play in this story, for example, puns
Poetic Writing	• shape personal experience in the form of a narrative	• in pairs, write a humorous narrative based on a personal experience
Presenting • using static and moving images	• create and present a dramatic piece	• using “Smile, Please!” as a model, write, produce, direct, and act a play based on the story “Baa!” – make props and costumes – prepare for an audience with tickets, advertising, programmes, etc.

Links with Other *School Journal* Titles

“Lambing Time” 1.3.92

School Journal Catalogue Categories

Humorous Plays
Humorous Stories
Farming

Cross-curriculum Links

Science: Making Better Sense of the Living World
(caring for pets)

Suzie and the Space Nuts (Episode 3)

by Lorenzo Van Der Lingen

Overview

This is a cartoon story in four episodes. This episode continues to develop Suzie's relationship with the alien Freeble and his robot Gort as they search for their stolen spaceship. The cartoon sequence mirrors popular action movies, with Suzie as the hero helping and being helped by the innocent parties of Freeble and Gort to combat the evil Dr Weevil. The fast-paced action is presented through visual images and dialogue.

Features to Consider in Context

- Characterisation: names hinting at the nature of the character ("Dr Weevil", "Freeble")
- Cartoon conventions, for example:
 - an introduction and conclusion marking this as one part of a serial story
 - captions in square boxes to indicate changes of setting or time
 - difference between speech bubbles (connected to the speaker by arrowed pointers) and thought bubbles (oval bubbles with smaller bubbles linking them to the thinker)
 - simultaneous action from different characters within one frame (for example, page 18)
 - dialogue with short exchanges; colloquial language ("Huh?", "OK", "Yeah")
 - short descriptors of actions ("Gulp!"; "Sniff"; "Thump!")
 - use of capital letters and exclamation marks to emphasise actions and sounds ("RRRRRRIP!", "ZOW!", "ZAP!", "PAT, PAT", "PSSH")
 - handwritten font using bold and capital letters to indicate emphasis.

Readability

Noun frequency level: 10–12 years

Supports

Familiar cartoon format

Challenges

Words that some students may find challenging: alien, blur, disguised, cannon, genius, idiot, lair, moron, technology

Introducing Students to the Text

Children love comics. Let them read this one through the first time just for fun. At a second reading, you could look for some of the characteristics that make a cartoon different from other narratives or list points that make this cartoon successful.

After the Reading

Possible questions to discuss

- Have you read the earlier episodes of this cartoon story? If not, find them in the Journal storeroom.
- What comics do you read at home?
- Did any bits of this episode make you laugh? Which bits?
- What do you think of the characters? How are they different from each other? How does the cartoonist convey their different personalities to the reader? For example, how does he make Dr Weevil "evil"? How can you tell the "goodies" from the "baddies"?
- What do you think will happen next?
- Can you find any other examples of Lorenzo Van Der Lingen's illustrations in *School Journals*? (for example, "The Ghost Problem" 2.2.99, "Witches For Ever" 2.1.99). What is similar about them? What kind of stories or plays would this style be suitable for? 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>
Personal Reading	<ul style="list-style-type: none"> • read a text for pleasure 	<ul style="list-style-type: none"> • read the cartoon to themselves
Close Reading	<ul style="list-style-type: none"> • respond to language and meanings in texts 	<ul style="list-style-type: none"> • working in pairs, discuss what they liked about this particular cartoon and what they like about cartoons in general
Close Reading <ul style="list-style-type: none"> • exploring language 	<ul style="list-style-type: none"> • identify ways in which characters are presented in a cartoon 	<ul style="list-style-type: none"> • in pairs, choose one character. Reread the cartoon and list five adjectives to describe the character. Say how the cartoonist has presented the character's personality (for example, through appearance, clothes, gestures, and speech)
Close Reading <ul style="list-style-type: none"> • exploring language 	<ul style="list-style-type: none"> • identify some of the features of cartoons 	<ul style="list-style-type: none"> • read this cartoon story and discuss how it differs from other forms of narrative or illustrated text. For example, students could compare the dialogue that is used in this cartoon with the dialogue used in another text such as "Baa!"
Presenting	<ul style="list-style-type: none"> • use verbal and visual features to convey a story 	<ul style="list-style-type: none"> • write the script and prepare a storyboard and/or frames for an episode that could follow on from this one • recreate a section of another narrative text (for example, "Baa!") as a cartoon sequence

Links with Other *School Journal* Titles

"Mars Bar" 2.4.97; "Peanut Butter Sandwiches" 1.1.98; "We've Flown Past Mars" Junior Journal 17

School Journal Catalogue Categories

Comic Strips, Science Fiction

Easy as Pie

by Diana Noonan

Overview

This is an example of a procedural text. This activity sets out the steps to be followed when making a simple picture frame. It requires accuracy and an ability to read and follow instructions.

Features to Consider in Context

- Short, simple sentences with functional language
- Sentences beginning with verbs in imperative form (for example, “Draw another line ...”)
- A purposely ambiguous title that grabs the reader’s attention and leaves the subtitle to clarify what the activity is about
- Text in the form of bulleted points, including a list of items that are needed to make a frame
- The use of italics for emphasis where confusion could arise (for example, “outside” versus “inside”)
- Diagrams and illustrations to help the reader to follow the text successfully
- The use of the abbreviated units of measurement in diagrams and numbers that are figured rather than spelt out
- The use of brackets in statements that add extra information.

Readability

Noun frequency level: 9.5–10.5 years

Supports

Step-by-step diagrams that help to clarify the procedure.

Challenges

Words that some students may find challenging: rectangular, measure, patterns, foil, hanger, stapler, diagram

There should be few difficulties if students are used to the features of procedural texts.

Introducing Students to the Text

- Use the title to stimulate interest and predictions. Ask “What do you think is going to be as ‘easy as pie’?”
- Read the list of requirements together. Check the students’ understanding of terms like “foil” and “rectangular”.
- Have students read through the text and see if they think that they might have difficulty making any part of this picture frame. Why?
- Ask “What would you choose to put in your picture frame?”

After the Reading

Possible questions to discuss

- Have you ever tried to make something from instructions that were hard to follow? What happened?
- Why do you think each step is bulleted?
- After making the frame, 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?”

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	• identify the features of procedural writing	• list the features of procedural texts found in this article (for example, list of items needed, bullet points)
Close Reading • thinking critically	• evaluate the effectiveness of a procedural text	• make the frame and discuss, in pairs, how clear each step of the explanation was • rewrite any parts of the instructions that they did not find easy to understand
Transactional writing	• write clear instructions	• in groups, and using this text as a model, write their own instructions on another topic, providing illustrations where the group thinks they will be appropriate

Links with Other *School Journal* Titles

“How to Make Cardboard Prints” YPW 1994;
“Make a Birthday Card” 1.2.91; “Splatter Paint Leaf Stencils” 1.5.95; “Framed” 4.3.98

School Journal Catalogue Categories

Paper work

Cross-curriculum Links

Technology: Technological Capability, Materials Technology

Jiani

by Jan Trafford

Overview

This is an informative report about a talented Chinese girl who is a champion table tennis player. In this newspaper-feature-style article, the writer shows that excellence in sport takes determination and hard work as well as talent.

Features to Consider in Context

- The four-part structure of the article: the opening information that gets the reader's attention and introduces the topic of the piece, a description of Jiani's skill, her sports activities, her home life
- Journalistic style, for example:
 - short paragraphs
 - mostly short, simple sentences
 - examples of reported speech
 - the use of the present tense
- The two different spellings of practice/practise.

Readability

Noun frequency level: 8–9 years

Supports

The photographs stimulate interest and help to support the text (for example, by helping the reader to visualise how table tennis is played).

Challenges

Words that some students may find challenging: serve, national, competitions, Academy

Introducing Students to the Text

- Discuss what the students know about the game of table tennis. What sort of equipment do you need to play table tennis? What are the rules?
- Talk about the lifestyle of a dedicated athlete. What would be the hardest aspect?
- Discuss different sports. If you could excel at one sport, which one would you choose? Why?

After the Reading

Possible questions to discuss

- What does the article tell us about becoming a sports star?
- Do you think athletes need special schools? Why?
- Would you like to live in an Academy? Why/why not?
- What does a coach do?
- What could be another title for this article?

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 • thinking critically	• distinguish between facts and opinions	• discuss the difference between fact and opinion. (The teacher could model an example.) Read the text again to find examples of “facts”. Are there any “opinions”?
Close Reading	• identify the main ideas in a text	• on a blank piece of paper, draw up columns labelled: Who, What, Why, When, Where, and How. Find information from this article that fits in the different columns
Oral Language • using texts	• deliver an oral report	• as a group, prepare questions for an interview with a classmate about one of their interests. Carry out the interview in pairs and present a radio-style profile report on this classmate to the class.
Viewing • processing information	• infer meaning from photographs and summarise the information gained	• write their own captions for the photos, making use of parts of the text where appropriate

Links to Other *School Journal* Articles

“Go, Jessica!” 2.3.90; “Winning” YPW 1997; “The Black Belt” 4.2.98; “Dancing On Wheels” 2.2.98; “A Flying Fruit Fly” 2.4.98; “Umpire” 4.1.98

School Journal Catalogue Categories

Sports

Cross-curriculum Links

Health and Physical Education: Movement

Concepts and Motor Skills

Social Studies: Resources and Economic Activities

Counting Lambs by Sarah Reid

Overview

This is an explanation of the process of ultrasound scanning of pregnant ewes on a sheep farm.

Features to Consider in Context

- A rhetorical question at the beginning to stimulate the reader's interest
- A surprise ending that leaves the reader to work out the joke by referring to the photograph
- Specialised technical vocabulary (for example, "ultrasound", "scan", "sensor")
- The use of adjectives (for example, "heavy black") and adverbs (for example, "quickly", "firmly") for factual purposes.

Readability

Noun frequency level: 8.5–9.5 years

Supports

Photographs support the text and help to explain the process.

Some students may be familiar with the scanning process through seeing their mother have a pregnancy scan.

Challenges

Words that some students may find challenging: platform, ewes, scanning operator, scanner, sensor, ultrasound

This text could be especially challenging for city children who are unfamiliar with rural life. The concept of ultrasound scanning is a complex one.

Introducing Students to the Text

- You may like to introduce this text with a discussion about its title and the possibilities it raises. For example, ask "Have you heard the expression 'counting sheep'? When is it used?"
- Ask "What do you think this article could be about?"
- Discuss the concept of ultrasound scanning. What is it used for? Why might farmers use it?

- Discuss life on a farm. Have you ever been to or lived on a farm? What differences did you notice between life there and in the town?
- What time of year are lambs born?
- Talk about twins. How common are twins in your school/class/family? Do you know any identical twins?

After the Reading

Possible questions to discuss

- What information do farmers get from ultrasound scans?
- Why does the farmer need to know which ewes are having twins?
- How much would it cost to scan 1500 sheep?
- What is meant by the last sentence of the article? Look at the photograph on page 27 (middle) for a clue. (This sheep has had triplets.)

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 • thinking critically	• distinguish between fact and opinion	• discuss the difference between fact and opinion. (The teacher could model an example.) Read the text again to find examples of facts and opinions
Close Reading • processing information	• retrieve and organise relevant information	• make a checklist for the farmer and another one for the scanner, listing what happens in their job on a typical day
Close Reading • exploring language	• become familiar with the kind of language used in explanations	• in a group, brainstorm the features of an explanation (for example, stating problems, using topic sentences, using factual technical language, suggesting solutions, evaluating solutions, and summarising conclusions). Make notes for an explanation of a selected topic (for example, how barcode readers are used in the library or supermarket)
Transactional Writing	• write clear explanations of technical terms	• in pairs, select technical words from the article and write an explanation of each of them for a glossary
Presenting • processing information	• present information in visual form	• create a magazine or television advertisement for the scanning service
Oral Language • processing information	• explain a sequence clearly, using photographs	• reassemble photographs from the article (photocopied, cut out, and mixed up) into the correct sequence. In pairs, explain the process, using the photographs
Presenting • processing information	• make use of visual ways of presenting information	• make a flow chart of the scanning operation on a sheep farm

Links with Other *School Journal* Titles

“Baa!” 2.3.00; “Lambing Time” 1.3.92; “A Day’s Shearing” 3.2.95; “Mustering” YPW 1997

***School Journal Catalogue* Categories**

Sheep Farming

Cross-curriculum Links

Social Studies: Resources and Economic Activities

Technology: Technological Knowledge and Understanding, Electronics and Control

Technology

Science: Making Better Sense of the Living World

Smile, Please!

by Diana Noonan

Overview

This play creates comedy from a familiar part of every child's schooldays – the class photo. There is the added fun of seeing people in authority make mistakes.

Features to Consider in Context

- Natural, everyday speech with unfinished sentences and ellipses to indicate when people are interrupting each other (for example, “Mr Napier, I had to ...” “Yes, all right, Kate.”)
- The suspense created as Mr Napier and Ms Snap ignore Rama; the excitement gathering as the opportunity to avoid an error is swept aside
- The opportunities for humour throughout the piece, for example, Mr Napier's mistake, the choice of Ms Snap's name, the opportunities for humorous byplay in the line-up for the photo.

Readability

Noun frequency level: 8–9 years

Supports

- The setting is familiar, and the dialogue uses children's natural speech rhythms.

Challenges

- Words that some students may find challenging: position, sneeze, tripod, excitedly, tallies (meaning “tall people”), impatient, swap
- The use of italics in the play format
- The use of ellipsis (knowing when to pause and when to interrupt another speaker)

Introducing Students to the Text

- Discuss the title. Where have you heard “smile, please!” before? What do you think the play will be about?
- Talk about photograph sessions. Do you like having your photograph taken? Why/why not?
- You could show the students one of your own old class photos. How is it different from/the same as a modern one?

After the Reading

Possible questions to discuss

- Would this work as a radio play? Why not?
- Discuss what makes a play effective. What sort of plays do you like? Why?
- How do the stage directions help us to know what the characters are like? Look for examples of adverbs (for example, “excitedly”, “impatiently”, “crossly”).
- Who is your favourite character in this play? Why?
- Discuss costumes and props. Do you need to dress up for this play? Could you present this play well without props? If not, what props would you need?
- What else could have gone wrong at this school photograph session?

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 • thinking critically	• define some of the elements of comedy	• work in a group to discuss what parts of the play are funny and why (for example, whether it is verbal or visual humour)
Presenting	• give a performance of a scripted play	• produce, direct, and act the play for an audience, preparing the stage, set, props, costumes, tickets, programmes, and advertising

Winning Move

by David Hill

Overview

This is a deceptively simple, skilfully constructed poem. The narrator wryly compares his own clumsiness with the natural grace of a leaf in the breeze.

Features to Consider in Context

- A stanza pattern that links and contrasts the two subjects. Stanzas 1 and 2, 3 and 4 contrast in subject but are linked by rhyme; stanzas 1 and 3, 2 and 4 are linked by subject; the final three lines merge the two subjects in a succinct and witty comparison.
- The humour of the clumsy human wistfully comparing himself to the delicate, graceful leaf
- The timescale in which the present (leaf) is compared with the past (exam)
- The compressed narrative style (“Came from my dance exam ...”, “Saw a leaf fall ...”).

Readability

Challenges

The use of the word “nought” in this context may be unfamiliar to students.

Introducing Students to the Text

- Discuss the title and illustration. What might this poem be about?
- Have the students close their eyes and listen as you read the poem aloud. What images come to your mind?

After the Reading

Possible questions to discuss

- How does the author feel about the way the leaf moves?
- How do you feel when you don’t do very well at something (for example, you lose an important game)?

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	<ul style="list-style-type: none"> respond to poetic language 	<ul style="list-style-type: none"> in a group, talk through their understanding of the comparison in the poem
Close Reading <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> interpret the meaning of a poetic text 	<ul style="list-style-type: none"> number the stanzas and read them aloud, first in the sequence given and then in a different sequence (for example, 1,3,2,4,5). Does the poem still make sense? Which order do you prefer? Why?
Speaking <ul style="list-style-type: none"> using texts 	<ul style="list-style-type: none"> read a poem aloud to a partner 	<ul style="list-style-type: none"> in pairs, experiment by reading alternate stanzas of the poem in different tones of voice (for example, loud and fast for the human subject, soft and gentle for the leaf)
Poetic Writing	<ul style="list-style-type: none"> in a shared writing experience (pairs or groups), write a poem or a descriptive piece based on their own experience 	<ul style="list-style-type: none"> after reading many examples of poems, use the form of this poem to write their own group version on a different topic, for example, "Came from my netball game ..."

Links with Other *School Journal* Titles

"Leaf Play" 1.5.92; "Leaves" Junior Journal 12;
 "The Shapes of Leaves" 1.5.95; "Splatter Paint Leaf Stencils" 1.5.95; "Almost Champions" 3.3.95;
 "Dancing on Wheels" 2.2.98; "The First Pavlova" 2.2.97; "How I Love to Dance" YPW 1995

School Journal Catalogue Categories

Wind
 Leaves
 Dancing

Cross-curriculum Links

Health and Physical Education: Movement Concepts and Motor Skills