Bringing Stories to Life
by Caren Wilton

Overview

This article provides an account of Ali Teo’s job as an illustrator. It describes the process of creating illustrations and the way Ali works from her studio in Wellington.

Features to Consider in Context

<table>
<thead>
<tr>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>The structure of the text as a factual account in the third person</td>
</tr>
<tr>
<td>The use of the present tense</td>
</tr>
<tr>
<td>The references to the use of communication technology: fax, computer, scanner, Internet</td>
</tr>
</tbody>
</table>

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

<table>
<thead>
<tr>
<th>Support/Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The availability of examples of Ali Teo’s illustrations in the School Journal (for example, 1.3.99)</td>
</tr>
<tr>
<td>The students’ prior experiences of illustrating their own texts</td>
</tr>
<tr>
<td>The photographs and illustrations that accompany the text</td>
</tr>
<tr>
<td>Words that some students may find challenging: “illustrators”, “editors”, “designers”, “roughs”, “acrylic”, “gouache”, “version”, “studio”.</td>
</tr>
</tbody>
</table>

Introducing Students to the Text

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students to look closely at the cover illustration of School Journal 1.3.99 and discuss what they see. “Does the illustration tell its own story?” “Where do you think the story might be set?”</td>
</tr>
<tr>
<td>“What sort of person might have drawn these pictures?” Explain that the article the students are about to read is about Ali Teo, who illustrates the School Journal. “What would Ali’s job involve?”</td>
</tr>
<tr>
<td>Ask the students to think of something they have illustrated. “What did you do first? Next?” Have them think, pair, and share their experiences. Chart the process the students have used when illustrating their own written texts.</td>
</tr>
<tr>
<td>During this discussion, introduce some of the vocabulary: “acrylic”, “watercolours”, “cottage”, “gouache”.</td>
</tr>
<tr>
<td>Introduce the title. Set a purpose for reading. Ask the students to read silently to “… she put in a photo of her dad” to identify the process that Ali Teo uses when she illustrates the School Journal.</td>
</tr>
</tbody>
</table>

During the Reading

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss and list the steps in the illustration process. Compare this with what the students do when they illustrate their texts.</td>
</tr>
</tbody>
</table>
• Clarify any vocabulary that is causing difficulty. Discuss appropriate decoding strategies and the meanings of the words.

• Ask the students to read to the end of the article before looking closely at the cover of School Journal 1.3.99 again. “What connections can you make between the information in the article about Ali Teo and the illustration on the cover of the journal?”

After the Reading: Responding to the Text

Possible focuses for discussion

• Discuss and list the connections the students have found between the article and the cover of School Journal 1.3.99.
• “Why does Ali like her job?”
• “What would you like to ask Ali about her job?”

Suggested Activities

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

<table>
<thead>
<tr>
<th>Suggested Achievement Objectives</th>
<th>Learning Outcomes Students will be able to:</th>
<th>Learning Experiences Students could:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading Presenting</td>
<td>• respond to meaning in text, identifying information; • combine words and images to convey meaning.</td>
<td>• in pairs, use the list made during reading to construct a flow chart describing the illustration process.</td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• processing information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing Interpersonal Listening</td>
<td>• use criteria to compare illustrations (for example, colour, hair, and facial features, such as eyes and ears).</td>
<td>• view the illustrations in School Journal 1.3.99, then describe Ali Teo’s illustration of a character in “Too Good to be True” and compare it with one of Fraser Williamson’s illustrations of a character in “Blood and Warts”. They could share their observations within the group.</td>
</tr>
<tr>
<td>Interpersonal Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing Interpersonal Listening</td>
<td>• respond to meaning in illustrations.</td>
<td>• in pairs, look at the cover of School Journal 1.3.99 and list the ways that Ali Teo has drawn “pictures that are fun and playful”.</td>
</tr>
<tr>
<td>Interpersonal Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transactional Writing</td>
<td>• present ideas using simple layouts.</td>
<td>• use a computer to draw animal or family characters.</td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links with Other School Journal Titles

“Mmm ... Mine!” Junior Journal 20; “Tell Me About Your Drawing” 1.2.90

Journal Search Categories

Illustrators
Illustrations
Cross-curricular Links
The Arts: Visual Arts

Associated Websites
Eyes on Journals – Unit Plan http://english.unitecnology.ac.nz/resources/units/visual_journals/home.html

copyright © Crown 2002
Boring!

by Sarah Delahunty

Overview

Alex, the main character in this play, sits watching television and feeling bored. He is completely unaware of the commotion going on behind his back, caused by a princess, a knight, a dragon, pirates, and an alien.

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 element of comedy
- The use of short, simple sentences and natural language patterns
- The use of bold type for emphasis
- The use of ellipses (three dots) and the dash.

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

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

- The students’ experiences of watching television and advertisements
- The students’ prior knowledge about princesses, knights, dragons, pirates, and aliens
- The length of the text
- The way the play is staged with an imaginary television screen
- The students’ ability to read fluently to convey meaning
- Words and concepts that some students may find challenging: “imaginary screen”, “fallen tree”, “holiday adventure”, “alien”, “sword”.

Introducing Students to the Text

- Read the first piece of dialogue, spoken by Alex, aloud to the students. Ask them: “What could the title of a play that starts like this be?”
- Introduce the title and the characters. Read the first piece of dialogue again and ask the students to think, pair, and share what might happen next.
- Ask the students to read the play silently to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

- Check the students’ predictions with what happens in the text.
- Model reading the parts of the text that use bold print, ellipses, and the dash. Discuss the use of these features before asking the students, in pairs, to find and read other examples of their use in the text.
- “If you were performing this play, how could the stage be set? You may want to reread the stage directions at the beginning of the play.”
- “What props would be needed?” List the students’ responses.
• Allocate roles to the students, provide them with photocopies of the play, and ask them to highlight just their own character’s dialogue.

Suggested Activities

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

<table>
<thead>
<tr>
<th>Suggested Achievement Objectives</th>
<th>Learning Outcomes Students will be able to:</th>
<th>Learning Experiences Students could:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Texts</td>
<td>• read aloud to practise fluency and expression.</td>
<td>• practise reading the play informally as a group, using their highlighted copies.</td>
</tr>
<tr>
<td>Interpersonal Listening</td>
<td>• interact with others and work co-operatively;</td>
<td>• in pairs, make the props needed for the play.</td>
</tr>
<tr>
<td>Interpersonal Speaking</td>
<td>• respond to ideas.</td>
<td></td>
</tr>
<tr>
<td>Using Texts Presenting</td>
<td>• read aloud, adapting spoken language to an audience.</td>
<td>• practise reading the play, using stage directions and props; • present the play to another class.</td>
</tr>
</tbody>
</table>

Links with Other School Journal Titles

“The Crown Prince” 3.2.98; “Knights Aren’t What They Used to Be” 3.1.98; “Pirate Trouble” 1.5.90; “Star-travellers from Planet Nero” 1.2.88; “Witches Forever” 2.1.99

Journal Search Categories

Humorous Plays

Associated Websites


copyright © Crown 2002
“Let’s Go!”

by Janice Marriott

Overview

Students from Central Normal School in Palmerston North won the Kiwi Kidsongs song-writing competition with a song called “Let’s Go!” This article recounts how the song was composed and later recorded in a studio.

Features to Consider in Context

- The use of sub-headings
- The use of boxed text with bullet points to organise information in a list
- The use of the past tense
- The conventions of direct speech
- The use of natural speech patterns, for example, “Awesome!”
- The use of subject-specific vocabulary, for example, “composing”, “audio producer”, “cassettes”, “composers”, “backing track”, “instruments”, “recording studio”, “microphones”, “producer”, “sound engineer”, “control room”.

Readability

Noun frequency level: 10–12 years
Suggested level: 10–11 years

Supports and Challenges

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

- The students’ experiences of being involved in competitions
- The students’ prior knowledge of Kiwi Kidsongs as a resource
- The photographs that convey the children’s feelings

Introducing Students to the Text

- Ask the students if they have ever entered a competition. Ask them to think, pair, and share their experiences.
- Introduce the title and read the text in the boxed section aloud to the students to “… they had won the Kiwi Kidsongs song-writing competition.”
- Show the students the Kiwi Kidsongs resource pack and, if possible, identify a song that the students are familiar with.
- Share the purpose for reading. Explain to the students that you want them to predict the main ideas in the text.
- Ask the students to predict how the judges might go about selecting the best song.
- Use a shared reading approach to read the text highlighted under the heading “The Competition”. Discuss the students’ predictions about how “Let’s Go!” was selected.
- “I wonder what the song is about?” “Why do you think it’s called ‘Let’s Go!’?”
“How would you go about composing a song?” Share and chart the students’ predictions. Ask the students to read silently to the end of the second piece of highlighted text on page 15 to check their predictions.

During the Reading

- With reference to the chart of their predictions, discuss with the students whether their predictions matched the steps involved in composing the song. “What else did the children at Central Normal School do?”
- Introduce the next section of the text. Ask the students what problems might be encountered at the recording studios. “How would the children feel about recording their song?”
- Ask the students to read to the end of the text to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss the problems of recording in a small studio, checking with the students’ predictions about the recording session.
- Explore the statement: “Recording a song is more difficult than composing.” Ask the students to agree or disagree, justifying their opinions with reference to the text.
- “What makes a good song?” “Why do you think the judges chose ‘Let’s Go!’?”
- “Why do you think the article is called ‘Let’s Go!’?” (It’s the name of the song, and the children go to Wellington to record their song.)
- Refer the students to the highlighted sections of the text under “headings”. “Why is this layout used in this text?”
- Play the song on Kiwi Kidsongs 11.

Suggested Activities

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

<table>
<thead>
<tr>
<th>Suggested Achievement Objectives</th>
<th>Learning Outcomes</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading</td>
<td>• respond to language and meaning; • read for enjoyment.</td>
<td>• silently read the chant and song “Let’s Go!” in this Journal and read them together as a group.</td>
</tr>
<tr>
<td>Interpersonal Speaking</td>
<td>• interact with others and respond to text; • clarify and express meaning in written text using simple layout.</td>
<td>• in pairs, prepare a judging sheet for a song contest. “What criteria could you use?”</td>
</tr>
<tr>
<td>Interpersonal Listening</td>
<td>• thinking critically</td>
<td></td>
</tr>
<tr>
<td>Transactional Writing</td>
<td>• exploring language</td>
<td></td>
</tr>
<tr>
<td>• thinking critically</td>
<td>• thinking critically</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Speaking</td>
<td>• respond to ideas in text and relate them to personal experience; • interact with others in discussion to communicate ideas.</td>
<td>• organise a song-writing competition to compose a school song.</td>
</tr>
<tr>
<td>Interpersonal Listening</td>
<td>• thinking critically</td>
<td></td>
</tr>
<tr>
<td>Transactional Writing</td>
<td>• thinking critically</td>
<td></td>
</tr>
</tbody>
</table>

Links with Other School Journal Titles
“Spagetti Connection” “Well, We Saved Five” 4.3.88 (tape available); “Dancing on Wheels” 2.2.98; “Race You to Breakfast” 2.3.97; “The Great Bean Growing Contest” (Journal of Young Persons’ Writing 1988)

Journal Search Categories

Activities
Challenge
Competition

Cross-curricular Links

The Arts: Music

Associated Websites


copyright © Crown 2002
“Let’s Go!”
by students of Palmerston North Central Normal School

Overview
This is a song about a mountain holiday that was composed for a contest. It combines a chant and three verses with a chorus that is repeated three times.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to the song on <em>Kiwi Kidsongs 11.</em></td>
<td></td>
</tr>
<tr>
<td>Use a shared reading approach to read the chant, chorus, and verses.</td>
<td></td>
</tr>
</tbody>
</table>

Focus for Discussion
If you decide to explore the song further:

Exploring Language

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students to use instruments, for example, sticks or pieces of dowel, to create the beat of the chant. Have them say the words as they tap the beat. Variations could include tapping the beat in pairs or as a group.</td>
<td></td>
</tr>
<tr>
<td>Have them repeat the beat in double time.</td>
<td></td>
</tr>
<tr>
<td>Divide the group into two to perform the two-part chant.</td>
<td></td>
</tr>
</tbody>
</table>

Thinking Critically

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm what other sports events you could write songs for.</td>
<td></td>
</tr>
<tr>
<td>As a group, write a chant for riding in on a wave at the beach.</td>
<td></td>
</tr>
<tr>
<td>Perform the chant.</td>
<td></td>
</tr>
</tbody>
</table>

copyright © Crown 2002
# Spooky

by John Parker

## Overview

This lively poem is about a journey through a haunted house at a funfair. It uses imagery, rhyme, and rhythm to create a feeling of speed and excitement.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Introduce the title of the poem. Ask the students to close their eyes and visualise spooky images. “What pictures do you have in your head, associated with the word ‘spooky’?” Think, pair, and share the students’ responses.</td>
</tr>
<tr>
<td>•</td>
<td>Read the first verse aloud to the students. Ask them where they think this is happening.</td>
</tr>
<tr>
<td>•</td>
<td>Read the rest of the poem aloud to the students. Discuss their predictions about the setting.</td>
</tr>
</tbody>
</table>

## Focus for Discussion

If you decide to explore the poem further:

### Exploring Language

| • | Explore the rhyming sequence in the poem. (The first three verses are abab, and the final verse is a rhyming couplet.) |
| • | Discuss the use of adjectives. |

### Thinking Critically

| • | Create a soundscape (see page 49 of *The Arts in the New Zealand Curriculum*) to enhance the mood of the first two verses. |
| • | Explore the students’ prior knowledge of spooky literature, including other poems and stories they have read, as a springboard for further reading. |

## Associated Websites

Mid Link Magazine [http://www.ncsu.edu/midlink/fall99/fall99.menu.htm](http://www.ncsu.edu/midlink/fall99/fall99.menu.htm)

copyright © Crown 2002
The Flea Market

by Maria Samuela

Overview

Mata loves the excitement and lively atmosphere of the flea market. She helps her grandmother to set up her doughnut stall amidst a hive of activity as stallholders prepare for the day. Will the customers come running for Nan’s divine doughnuts?

Features to Consider in Context

- The structure of the text as a recount with the events sequenced chronologically
- The use of the past tense
- The dialogue between the characters and the use of the conventions of direct speech
- The mixture of English and Cook Islands Māori
- A variety of sentence structures: simple, compound, and complex (see pages 79–81 of Exploring Language)
- A number of command sentences: “Auē, girl ...” “Slow down.” “Aere mai, girl ...” “Move that basket ...” “Get those T-shirts out of the car ...”
- The use of numbered referencing to indicate a footnote.

Readability

Noun frequency level: 9–10 years

Supports and Challenges

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

- The students’ previous experiences of markets
- The students’ knowledge of Cook Islands Māori language and cultural customs
- The realistic illustrations that accompany the text
- The length of the text

Introducing Students to the Text

- “Has anyone been to a flea market?” If none of the students have, use the example of a gala day. Use the “think, pair, share” technique to discuss the students’ experiences.
- Extend the discussion by asking questions. “What sorts of sounds could you hear?” “What were the smells?” “What sort of an atmosphere was there?” Chart the students’ responses under headings for each of the five senses and for feelings.
- Introduce the title. “What do you think will be sold at the market?”
- Ask the students to view the illustrations on pages 24 and 25 to see what sorts of things are being sold.
- Use a shared reading approach to read the first section to “she wanted to get there as quickly as possible.” Clarify with the students what Mata and her grandmother are selling.
- Set a purpose for reading. Ask each student to predict what Mata particularly likes about the market.
- Ask the students to read silently to “People shouted out to one another” to check their predictions.
During the Reading

- Discuss whether the students’ predictions match the text.
- “What is Mata enjoying?” Chart the students’ responses under the headings on the senses chart, for example:

<table>
<thead>
<tr>
<th>Hear</th>
<th>See</th>
<th>Taste</th>
<th>Touch</th>
<th>Smell</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drum-dances</td>
<td>Mouth watered</td>
<td>Warm</td>
<td>Soft</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- “Are there any tricky words?” Clarify any vocabulary causing difficulty.
- Ask the students to continue reading silently to the end of the text to find out what else Mata hears, sees, feels, and so on.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss the students’ responses to the story. Finish adding Mata’s experiences to the chart.
- Read aloud brief sections of the text that describe actions, for example: “She scrubbed her face until it gleamed ...” “... combed her hair to tame the strands that strayed.” “... gulped down her cornflakes.” “... Mata’s mouth watered at the thought of these delicious foods.” “... they tasted absolutely divine.” “She sighed.” Ask the students to role-play each action until the next action is introduced.
- For further teaching points, refer to Features to Consider in Context, for example, you could ask the students to identify examples of simple sentences.
- Innovate on the text, using the sentence “she scrubbed her face until it gleamed all clean and fresh.”

Suggested Activities

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

<table>
<thead>
<tr>
<th>Suggested Achievement Objectives</th>
<th>Learning Outcomes</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Texts Presenting</td>
<td>Students will be able to:</td>
<td>Students could:</td>
</tr>
<tr>
<td>• thinking critically</td>
<td>• read aloud informally and for an audience;</td>
<td>• in pairs, read aloud and role-play the section from “Mata could smell the spicy sauces “ to “ arranging the doughnut bags on their table.”</td>
</tr>
<tr>
<td></td>
<td>• communicate ideas using role play.</td>
<td></td>
</tr>
<tr>
<td>Using Texts Presenting</td>
<td>• use drama to present ideas.</td>
<td>• improvise, using the following roles: a radio reporter describing the scene, a customer waiting to buy doughnuts, Sione persuading customers to buy island music, the flea market manager organising the stallholders.</td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poetic Writing</td>
<td>• explore choices made by writers;</td>
<td>• innovate on the text, using a selection of sentences from the first paragraph.</td>
</tr>
<tr>
<td>• exploring language</td>
<td>• express meaning in written text.</td>
<td></td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links with Other School Journal Titles
“Food in Hong Kong” 2.2.94; “Saturday Market” 1.2.87; “Street of Birds” 1.3.93; “Clay Candleholders” 2.1.02

Journal Search Categories

Markets

Cross-curricular Links

The Arts: Drama, Music

Social Studies: Resources and Economic Activities

Associated Websites

copyright © Crown 2002
What’s the Matter?

by David Hill

Overview

This modern fantasy incorporates elements of a magical tale. Dan tries to achieve his wishes, using just three words. To his dismay, he discovers that words have double meanings. Life becomes very complicated as a consequence.

Features to Consider in Context

- The plays on words and the double meanings of some words
- The use of mainly simple and compound sentence structures
- The use of exclamation marks and question marks
- The use of incomplete sentences, for example, “How about “
- The use of italics for emphasis

Readability

Noun frequency level: 9–10 years

Supports and Challenges

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

- The students’ experiences with fantasy in literature
- The students’ knowledge of junk mail
- The illustrations that accompany the text and help to convey the elements of fantasy
- The predictable cycle of events in the text

Introducing Students to the Text

- Ask the students if they remember reading any magical tales where magic things happen in response to commands, for example, The Three Wishes, The Golden Goose, The Sweet Porridge, and the Harry Potter stories. Discuss with the students whether people in these tales always get their wishes granted in the way that they want.
- Introduce the title and read the first three paragraphs aloud to the students. Ask them to discuss what the word “matter” means in the title and what it means in the text. Use an example, such as “fire”, to clarify with the students that some words have more than one meaning.
- Distribute the journals and allow time for the students to view the illustrations on the first two pages.
- Set a purpose for reading. Ask the students to read to “What would his parents say?” and find the magic part of the story.

During the Reading

- “What would your parents say?”
After the Reading: Responding to the Text

Possible focuses for discussion

• “What were you thinking about when you finished reading this story?”
• Discuss whether the students’ predictions matched the text.
• What should have been Dan’s final wish?
• Reread the last two paragraphs. “What might happen next?”
• “If you could give the Matter Mover a three-word order, what would it be?” Think, pair, and share the students’ ideas. List their responses.
• Brainstorm and list a range of requests for the Matter Mover that could be misinterpreted, for example, giant jellybeans, stretchy bubble gum, surfing board shorts, or tasty Big Macs.

Suggested Activities

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

<table>
<thead>
<tr>
<th>Suggested Achievement Objectives</th>
<th>Learning Outcomes</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Close Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarify and express meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Close Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• exploring language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• thinking critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• respond to meaning and ideas;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use verbal and visual features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• as a group, create a cartoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• as a group, create a cartoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• select and read for enjoyment;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• practise reading strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• select and read for enjoyment;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• practise reading strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links with Other School Journal Titles

“Apples” 3.2.88; “Just in Time” 2.3.87; “Mars Bar” 2.4.97; “Our Robot” 2.4.92; “Switched On” 2.4.98; “Computer Magic” 3.1.90; “Thirty-six Fathers” 1.5.88; “Piper in the Sand” 2.1.90

Journal Search Categories

Fantasy
Humorous Stories
Magic
Science Fiction

Cross-curricular Links
Technology: Electronics and Control Technology

Associated Websites
Interviews with NZ children’s authors – David Hill http://library.christchurch.org.nz/Childrens/ChildrensAuthors/DavidHill.asp
Fairy Tales – Unit Plan – http://english.unitecnology.ac.nz/resources/units/fairytales/home.html (includes exploring traditional and other fairy tales)
The Morris Gleitzman Website http://www.morrisgleitzman.com/
Harry Potter http://www.scholastic.com/harrypotter/home.asp

copyright © Crown 2002