

Overview

In this humorous narrative, Dad takes the family to Mr Rose's farm for a quiet and peaceful camping holiday but gets a nasty shock when some noisy tūi arrive. A text box at the end of the story provides information about how tūi mimic sounds, and the journal also includes a poem about tūi.

"Ring! Ring!" requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically about" text (from *The Literacy Learning Progressions*, page 14).

There is a PDF of the text and an audio version as an MP3 file at www.juniorjournal.tki.org.nz

Related texts

Poems about tūi: "Tūi" in this JJ; "Tūi Returning to the City" (JJ 46)

Humorous texts about birds: "Scaredy Crow" (JJ 42)

Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes that have a solid outline.

A mix of explicit and implicit content within the text that requires the students to make connections between what they are reading and their prior knowledge in order to make inferences, for example, about the characters' contrasting points of view

Ideas and information organised in paragraphs

Early next morning, Dad went to the river to get some water. Charlie wriggled like a worm in his sleeping bag until he was right beside Mum.

"I wish we could go to Pipi Bay," he whispered.

"It is a bit quiet here, isn't it?" Mum whispered back.

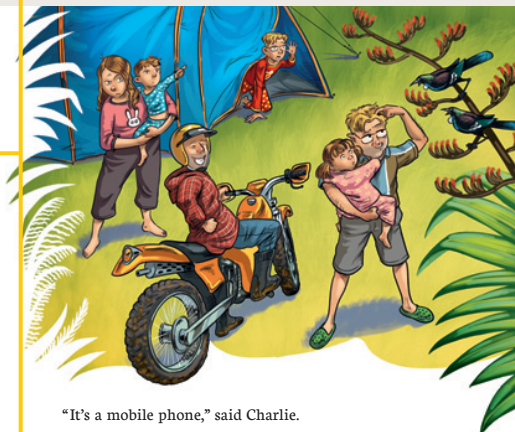
"But Dad loves it. Besides, there won't be any tent sites left at the camping ground now. We always book in August."

Suddenly, Dad poked his head into the tent. He looked like he'd seen a ghost.

"Did you hear *that*?" he asked.

"Hear what?" replied Mum.

"There it goes again!"



"It's a mobile phone," said Charlie.

"It's not ours," said Mum. "It's not switched on."

Now Charlie could hear lots of ring tones - and a motorbike.

He hopped out of the tent.

"Morning!" called Mr Rose. "I see the townies have arrived."

"What do you mean?" asked Mum.

"The tūi from town. They've found the flax flowers."

"The tūi?" said Dad. "Are the tūi making those ringing noises?"

"Yes! Jokers, aren't they," laughed Mr Rose. "They learn to copy the sounds from the mobiles they hear ringing in the streets. You'll have a lot of fun listening to them."

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Some unfamiliar words and phrases, including words with multiple meanings and descriptive language, the meanings of which are supported by the context and/or illustrations

Frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page

Shifts in time, for example, the references to their experiences in Pipi Bay in the past and Mum's speculation about the possibility of getting a campsite

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Level 2 – Language features: Show some understanding of how language features are used for effect within and across texts.

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*The New Zealand Reading and Writing Standards for Years 1–8*, Knowledge of the Learner, page 6).

Possible reading purposes

(What can the students expect to find out or think about as a result of reading this text?)

- To find out what Charlie, Dad, and Mum think about their camping trip

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

- The students **make connections** between the ideas in the story and their own experiences in order to infer what Charlie, Dad, and Mum think of their camping trip.
- They **ask and answer their own questions** to clarify the meaning of ideas in the story.
- They **monitor** their reading and take actions (for example, rereading a sentence or looking for clues close to the word) to clarify the meaning of unfamiliar words and phrases.

**Text and language features****Vocabulary**

- Possibly unfamiliar words and phrases: “hammered”, “grazing”, “pitching”, “moreporks”, “torch tag”, “collecting”, “catch alight”, “snorkelling”, “beside”, “dawn till dusk”, “revved”
- Vocabulary associated with camping holidays, “hammered”, “tent”, “tent peg”, “Camping Ground”, “pitching the tent”, “sleeping bags”, “torch tag”, “tent bag”
- Descriptive language including:
 - colloquial language and figures of speech (“mozzie”, “peace and quiet”, “townies”, “Jokers, aren’t they”, “from dawn to dusk”, “get those cattle shifted”)
 - similes (“wriggled like a worm”, “looked like he’d seen a ghost”)
 - onomatopoeia (“Phit, phit”, “Oornk-oornk”, “Ouch”, “Tring-tring”, “Beep-buzz”, “swishing”, “whooshed”)

Possible supporting strategies

(These suggestions may be used before, during, or after reading in response to the students' needs.)

Readers are able to use strategies for working out unfamiliar words only when they know most of the vocabulary in a text. For students who need support with vocabulary, introduce and practise selected items before reading. See [ESOL Online: Vocabulary](#) for suggestions. For example, to support the students with the descriptive vocabulary, have them reread paragraph 4 on page 2: “Charlie looked ... Mr Rose’s farm.” This establishes the setting of the story and Charlie’s feelings. Students will also have the opportunity to work out the meanings of “grazing” and “pitching”.

Support the students’ word-solving attempts by prompting them to remember the strategies they can use, often in combination, for example:

- when **decoding**:
 - recognising words or word chunks in longer words (“in-stead”, “more-porks”, “be-side”)
- when working out the **meaning of unfamiliar words and phrases**:
 - using the context of the sentence and surrounding sentences
 - using the illustrations, the unfolding meaning of the story, and their prior knowledge
 - reading on to look for further information.

Support students to build an understanding of the colloquial language by exploring the meanings and by rewording any challenging sentences. For example:

Word or phrase	Another way of saying this
I see the townies have arrived.	I see the tūi have arrived from town.

Have a dictionary available for the students to confirm or clarify word meanings, but remind them that they can make a best attempt at a word’s meaning and come back to it later. Have bilingual dictionaries available, where appropriate.

If necessary, explain what onomatopoeia is, model pronunciation of the words, and encourage the students to say the words aloud. Have English language learners listen to the audio and say the words along with the audio.

Specific knowledge

- Familiarity with the concepts and vocabulary around camping holidays and with New Zealand rural and beach settings

Use pictures and audio-visual clips to help students explore the topic of camping holidays. To build vocabulary, you could give pairs one or two pictures to discuss and describe. Then have all of the pairs stick their pictures onto a shared group poster, with some key words and phrases that the pairs have developed. Go through the poster together, feeding in and recording key ideas and vocabulary. You may wish to give English language learners, especially those who are new to New Zealand, time to research a picture (finding vocabulary and labelling the picture for example) before this lesson.

**Metacognition****HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Here are some ways you can build your students’ awareness of the processes and strategies they are using as they make meaning and think critically. Examples of metacognitive behaviours are threaded through the notes and are indicated by **M**.

M What helped you infer that Mum might rather be at Pipi Bay?

M I saw you smile as you read about Mr Rose telling Dad the tūi would be there for the summer. What was that telling you?

Introducing the text

- Use your knowledge of your students to ensure that your introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading.
- Tell the students they are going to read a story about a camping holiday. Review their knowledge of camping holidays (see above).
- Have the students discuss where they think is the best place for a camping holiday. Tell them to give reasons for their opinions. Use this discussion to review or introduce key vocabulary.
- Have the students read page 2 and think-pair-share any questions they have about the story (who, what, where, why) and predict the answers to their questions. Prompt them to think about what the characters are saying, doing, and thinking. *Which characters do you think will end up enjoying the camping trip?*
- Share the reading purpose and learning goal(s).
- You could provide the students with small sticky notes to mark where they have questions or things they want to remember and come back to.

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are listed in the right-hand column of the table below. **Select from and adapt** the suggestions according to your students' needs. These suggestions may apply to the first or a subsequent reading of the text.

Let the students read the whole text by themselves, intervening only if it's clear that a student needs help. There will be many opportunities to provide support with word solving and deeper comprehension on subsequent readings.

Student behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is "inside their heads" and may not be obvious until after they have read the text and you are discussing it as a group.

Teacher behaviours

Examples of how you can support your students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.

The first reading

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| <ul style="list-style-type: none">• The students identify information that helps to answer their questions. For example, on page 2, they may infer from Charlie's thoughts that he's unhappy without his friends.• They ask questions and look for information when an idea, phrase, or word is not clear, for example, at the bottom of page 2, they may question what a "mozzie" is and infer from "bit" in the same sentence that it is an insect or, even more specifically, a mosquito. | <ul style="list-style-type: none">• Remind the students to think about what is happening and what the other characters are doing to help them answer their questions. |
| <ul style="list-style-type: none">• As the students read, they draw on information in the text and illustrations to infer how each character feels about the trip. For example, on page 4, Charlie doesn't want to collect firewood with Dad and instead thinks about cooking breakfast at Pipi Bay. In contrast, Dad is still happy, even when he has trouble lighting the fire. | <ul style="list-style-type: none">• Prompt the students to notice Dad's and Charlie's different reactions to being at the farm. |
| <ul style="list-style-type: none">• On page 7, as they realise it's the tūi making the ringing sound, they predict how each character will react based on the inferences they have already made.• They notice when they have lost meaning and take action to fix the problem. For example, they may reread the sentence on page 8 to try to work out the phrase "get those cattle shifted", then read on and use the information about Mr Rose revving his bike to work out that he is going to move the cattle somewhere else. | <ul style="list-style-type: none">• Prompt the students to think about how the characters might react to the tūi making the ringing sounds.• Remind the students of the strategies they can use when they are not sure of the meaning of a word or sentence (see Possible supporting strategies above). |
| <ul style="list-style-type: none">• The students respond to the complete turnaround in events, enjoying the shift in feelings and each character's response to what has happened. | |
| <ul style="list-style-type: none">• They read the text box on page 9 and make connections to the behaviour of the tūi to consider if the events could have really happened. | <ul style="list-style-type: none">• Remind the students to read the text box. <i>Did this change your thinking about the story?</i> |

Discussing the text after the first reading

- The students consider what they have found out about the characters' attitudes to camping on the farm, referring to the text to support their opinions. For example, on page 6, Mum says to Charlie, "It is a bit quiet here, isn't it?", then she adds, "But Dad loves it", showing that she wants Dad to be happy, too. They may also notice that Mum is very quick to call Pipi Bay Camping Ground when she realises that there could be a big problem with the tūi!
- They note any questions they still have or any new questions. They discuss these questions with others and together form or locate answers. For example, why the story is called "Ring! Ring!".
- Ask the students to share what they have discovered about Dad's and Charlie's opinions about camping on the farm.
- Prompt them to think critically by forming an opinion about Mum's attitude. Remind them to go back to the text to look for evidence that supports their inferences. Draw their attention to what Mum says on page 6. *What do you think Mum means when she's talking with Charlie? Why do you think "is" is in italics?*
- You could have the students work in pairs to consider what Mr Rose thinks of the tūi.
- Ask the students to share any questions they still have about the text and discuss how they might go about finding answers.

Supporting metacognition

With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

▣ The students explain how asking questions and looking for answers helped them to clarify their understanding of the story.

▣ The students identify some challenges in the text and explain how they tried to solve them.

Remind the students of the reading purpose and learning goal(s).

▣ *How did searching the text for your own answers help you to work out what was happening?*

▣ *What helped you work out why Mr Rose referred to the tūi as "Jokers"?*

After reading

- The students can reread the story as they listen to the audio. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide further opportunities for the students to reread this story, as well as other texts about family holidays or tūi (see Related texts above).
 - For more information about Māori training tūi to speak, go to: <http://www.visitzealandia.com/species-member/tui/> and <http://www.teara.govt.nz/en/nga-manu-birds/page-1>
 - For a fascinating video clip of a tūi imitating a human voice, go to: https://www.youtube.com/watch?v=TqF33vc_q68
- Prompt the students to think critically by considering the contrasting perceptions in four texts about tūi:
 - the story "Ring! Ring!", which conveys tūi as jokers and nuisances
 - the text box "Tūi Talk", which has factual and surprising information
 - the poem "Tūi", which emphasises the bird's cleverness
 - the poem "Tūi Returning to the City" (JJ 46), which celebrates tūi in urban areas.
- To practise the strategy of asking and answering their own questions, the students can complete a question-and-answer chart about tūi. They may need to go beyond the text to find more information by using a dictionary or looking in the library or online.
- Ask the students to work in pairs to reread and record Dad's and Charlie's feelings about camping at the farm.

Dad		Charlie	
Clue	What he's thinking	Clue	What he's thinking
P2 Dad is making bird sounds for Charlie.	He's happy.	P2 Charlie wishes he were at Pipi Bay with his friends.	He likes camping with his friends.
P3 Pipi Bay is noisy, and there are mobile phones ringing all the time.	Dad likes peace and quiet.	P2 There are no mosquitoes at Pipi Bay.	It's much better there.

- Have the students add thought bubbles to the illustrations of Dad on pages 3 and 8 that convey the change in his thinking.
- Discuss some of the figures of speech in the story. Start a reference chart of favourites, adding to it as you and the students discover more examples. Encourage the students to include some of them in their writing (and speaking).