

# Don't Come Knocking Here

by Desna Wallace

From School Journal, Part 1, Number 4, 2004

## Overview

In this humorous play, salespeople plague a family, who then turn the situation to their own advantage.

## Readability

Noun frequency level: 8–9 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 reading plays
•	The students' experiences of salespeople calling at their homes
•	The students' experiences of fund-raising
•	The manageable length of the text
•	The repetitive nature of the text, which makes it more predictable
•	Words and concepts some students may find challenging: "proud owner", "nudges", "lamingtons", "dozen".

## Features to Consider in Context

•	The conventions of a play: a list of characters in upper case letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character
•	The language used by salespeople and in advertising, including the use of superlatives, for example, "latest", "greatest", "newest"
•	A range of punctuation that provides guidelines for oral reading
•	The humour.

## Purposes

**Depending on your students' needs, you could use this text for the following purposes.**

•	Identifying the type of persuasive language used to sell things
•	Reading aloud for an audience, using pace, expression, and fluency
•	Understanding that punctuation affects meaning and has implications for oral reading.

## Introducing Students to the Text

•	Ask the students what their family does when salespeople come knocking at the door. Allow time for them to think, pair, and share their experiences.
•	Introduce the title and characters. Ask the students to predict what may happen when these salespeople come to Jess and Daniel's house.
•	Check that the students know the difference between the stage directions and the dialogue.
•	Share the purpose for reading. Ask the students to read the text to check their predictions and to find the parts in the text where the salespeople try to persuade Mum to buy their products.

## After the Reading: Responding to the Text

Possible focus areas for discussion

•	Compare the students' predictions with what happens in the text.
•	Ask the students what they notice about the language used by the salespeople. Tell the students that these words – “latest”, “greatest”, “newest” – are called superlatives and are often used in advertising to persuade people to buy products.
•	“If you were in the audience watching the play being performed, what would make you laugh?”
•	“How did Mum and the children behave with the last salesperson?” “Why did they behave like that?”
•	Ask the students how they could make the play effective if they were to perform it. Emphasise the importance of reading with pace, fluency, and expression. Ask the students to say “Hello” in a normal voice, then a cross voice, and finally an exasperated, angry voice.
•	Practise the timing of responding to cues by reading sections from the play in pairs.
•	Draw the students' attention to punctuation such as question marks and ellipses and discuss their implications for oral reading.

## Suggested Tasks

You may like to select a task from those listed below. You may need to work with the group for some tasks.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Poetic Writing <ul style="list-style-type: none"> <li>• exploring language</li> <li>• thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>• choose appropriate superlatives for specific nouns;</li> <li>• use the text as a model to write new dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, use three superlatives to persuade Mum to buy encyclopedias, burglar alarms, and chocolates;</li> <li>• write dialogue for Mum's responses to requests to buy these products.</li> </ul>
Using Texts <ul style="list-style-type: none"> <li>• exploring language</li> <li>• thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud informally and for an audience, taking particular note of punctuation;</li> <li>• read aloud with pace, expression, and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• practise reading the play, taking particular note of punctuation such as ellipses and question marks;</li> <li>• perform the play for an audience.</li> </ul>

## Links with Other *School Journal* Titles

“The Case of the Missing Keys” 1.2.97; “A Piece of Cake” 1.3.97

## *Journal* Search Categories

Family Life

Humorous Plays

# Going to School in Taiwan

by Megan Williams

From School Journal, Part 1, Number 4, 2004

## Overview

This report, written in the third person, describes a typical school day for two Taiwanese children. The report lends itself to a comparison with a typical school day for New Zealand children.

## Readability

Noun frequency level: 8–9 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 school setting
•	The students' experiences of learning a second language and/or experiences of going to school in other countries
•	The chronological sequence in which events are presented, making the text more predictable
•	The manageable length of the text
•	The photographs that illustrate the text
•	The children's names, Guan Chen and Zhi Huai: pronounced Kuan Tsen ("ts" as in "boots") and Ji Huai ("j" as in "joke")
•	Words and concepts that some students may find challenging: "language", "subjects", "characters", "each stroke in the correct order", "chant", "chopsticks".

## Features to Consider in Context

•	The structure of the text as a report that includes an introduction, background information, facts, and a conclusion
•	The mainly short paragraphs, including a main idea and supporting information
•	The use of the dash to convey surprise, for example, "everyone is sleeping – even the teacher!"

## Purposes

Depending on your students' needs, you could use this text for the following purposes.

•	Making comparisons (for example, comparing two Taiwanese schoolchildren's day with a school day in New Zealand)
•	Developing a timeline
•	Making connections between the students' own experiences and those of the children in the text
•	Investigating the writing style, which includes the use of punctuation to create a sense of surprise.

## Introducing Students to the Text

•	Ask the students to think, pair, and share about their school day. Quickly develop a timeline on the whiteboard that incorporates the main features of the day.
•	Read the first sentence from the report aloud and ask the students to think, pair, and share their views.
•	Introduce the title and locate Taiwan on a map.

•	Share the purpose for reading the text. “We’re going to read the text to compare two children’s school day in Taiwan with our school day in New Zealand.” Explain that you will record the comparisons on a Venn diagram.
•	Read the second paragraph aloud to the students, introducing the background information.
•	Allow time for the students to discuss the comparisons and record these on the Venn diagram.
•	Ask the students to read to “they chant the order of the strokes” to identify any similarities and differences in the experiences of Taiwanese and New Zealand schoolchildren.

### During the Reading

•	Discuss these similarities and differences by referring to the section of text and add information to the Venn diagram.
•	Use the illustration to clarify the meaning of “Chinese character”.
•	Compare the way Chinese children learn to write characters with the way New Zealand children learn to form letters. “What’s the same?” “What’s different?”
•	Give each student two yellow stickies. Ask them to finish reading the article silently and then use their stickies to record two points of difference between a typical school day in Taiwan and one in New Zealand.

### After the Reading: Responding to the Text

#### Possible focus areas for discussion

•	Discuss the information the students have recorded and ask them to place their yellow stickies on the Venn diagram.
•	Discuss any similarities between the children’s school day in Taiwan and their own school day in New Zealand.
•	Direct the students’ attention to the use of the dash. Provide an example, and discuss the use of the dash to create surprise. Ask the students, in pairs, to find another example. Share the examples within the group.

### Suggested Task

You may like to try the task below with the group. You may need to work with the group for this task.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes <i>Students will be able to:</i></b>	<b>Learning Experiences <i>Students could:</i></b>
Close Reading Presenting • processing information	• develop a timeline that conveys information.	• in pairs, use information from the text to create a timeline that details the children’s school day in Taiwan.

### Links with Other *School Journal* Titles

“Letter from India” 1.1.90; “Lunch at a Japanese School” 1.2.93; “Āwangawanga” 2.3.96

### *Journal Search* Categories

Life in Other Lands

Schools

### Cross-curricular Link

Social Studies: Culture and Heritage

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# Kiu and Ugauga

a legend from Niue retold by Aiao Kaulima

From School Journal, Part 1, Number 4, 2004

## Overview

This Niuean legend explains why Kiu has a shrill cry. He is outsmarted in a race with the slow-moving hermit crab, Ugauga, and is so upset that he can't stop crying. The legend is similar to the traditional tale "The Hare and the Tortoise".

## Readability

Noun frequency level: 8–9 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' familiarity with legends and traditional tales
•	The detailed illustrations that accompany the text
•	The students' knowledge of hermit crabs and seabirds
•	Words and concepts that some students may find challenging: "Kiu", "Ugauga" (pronounced "unga-unga", with the "u" as in "put"), "glossy", "boasted", "dull", "clumsy", "darkness fell", "possibly", "creature", "nudged", "arranged", "handsome", "challenge", "realised", "shrilly", "relations", "the reef".

## Features to Consider in Context

•	The concept of a legend as an explanation of a natural phenomenon
•	The structure of the text as a narrative that follows the pattern of a traditional tale
•	The element of trickery
•	The presentation and comparison of aspects of behaviour and character traits, for example, Kiu's pride and boastfulness; Ugauga's cleverness
•	The use of dialogue and third-person narration.

## Purposes

**Depending on your students' needs, you could use this text for the following purposes.**

•	Understanding that legends are kept alive through oral or other retellings
•	Making connections between different legends and traditional tales
•	Understanding the underlying messages of a legend
•	Making inferences.

## Introducing Students to the Text

•	Tell the students that they are going to read a legend from Niue. Ask the students what they know about legends and chart their responses. For example, introduce the ideas of oral or other retellings, of a legend explaining a natural phenomenon, and of a legend having a message or "moral".
•	Locate Niue on a map.
•	Introduce the title and read the first paragraph aloud to the students. Ask them to predict what might happen next.

- Share the purpose for reading the text. “We’ll read the text to see whether this legend has a message or ‘moral’ and whether it explains anything about the natural world, particularly about the creatures in the story.”
- Ask the students to read to “How stupid of Ugauga to think he can challenge me!” to check their predictions about what happens next.

## During the Reading

• Discuss whether the students’ predictions match what happens in the text.	
• Focus on the two characters. Ask the students to find parts in the text that show how they are different. Chart the students’ responses to compare the two characters, for example:	
<b>Kiu</b>	<b>Ugauga</b>
fast glossy feathers boastful	slow and clumsy dull, heavy shell
• Elicit information about the different behaviours of the two characters by asking the students to make inferences, for example, “What do you think of Ugauga’s plan?” “What does it tell you about Ugauga?” “Kiu thinks he is handsome and special. What word describes a creature like this?” During this discussion, clarify any vocabulary and concepts causing difficulty.	
• Ask the students if the legend reminds them of any other story. “Why? What is similar?”	
• Ask the students to read silently to the end of the legend to find out whether it has a message or “moral” and whether it explains anything about the creatures in the story.	

## After the Reading: Responding to the Text

### Possible focus areas for discussion

- “What does the legend explain about Kiu and Ugauga?” (For example, Kiu’s loud cry and Ugauga’s ability to shed his shell.) Discuss whether the legend has a message or “moral”. (For example, you could discuss the proverb “Pride comes before a fall” and ask the students which character in the story fits the meaning of this saying.) Have the students find evidence from the text to support their ideas.
- Ask the students, in pairs, to think of another title for this legend.
- Refer to the chart that compares the two characters and ask the students if they can add any behaviours or feelings to the chart. “How does Kiu feel when he realises he is beaten?” “How does Ugauga feel?”
- “What else do we know about legends now?” Refer to the chart made earlier about legends and make the point, if it is not already evident, that legends often try to explain things that people don’t understand about the natural world.
- “What parts in the text are similar to the story of the hare and the tortoise?”

## Suggested Tasks

You may like to select a task from those listed below. You may need to work with the group for some tasks.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
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Presenting Close Reading • thinking critically	<ul style="list-style-type: none"> <li>• identify the external characteristics of characters;</li> <li>• identify the thoughts, feelings, and emotions of characters.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, use the text and the character chart to create a “role on the wall” (see <i>The Arts in the New Zealand Curriculum</i>, page 49) for Kiu and Ugauga.</li> </ul>
Using Texts • exploring language • processing information	<ul style="list-style-type: none"> <li>• retell a legend, incorporating the main events and the characters’ thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, retell the legend orally to the class.</li> </ul>

### Links with Other *School Journal* Titles

“Uenuku’s Gift” 2.3.99 (audiotape item number 99169); “Nga Mahi a Tane” *Vote for Me!* (JYPW 1994)

### *Journal Search* Categories

Birds

Māori – Traditional Stories

### Associated Websites

Fools and Tricksters in Literature: Unit Plan (English Online)

[http://english.unitecology.ac.nz/resources/units/fools\\_tricksters/home.html](http://english.unitecology.ac.nz/resources/units/fools_tricksters/home.html)

Myths and Legends: Unit Plan (English Online)

[http://english.unitecology.ac.nz/resources/units/myths\\_legends/home.html](http://english.unitecology.ac.nz/resources/units/myths_legends/home.html)

Read and Retell: Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/retell/home.html>

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# Storm

by Terrie Huege de Serville

From School Journal, Part 1, Number 4, 2004

## Overview

This poem, written in free verse, heralds a coming storm. It uses simple sentences, personification, and direct speech to convey the changes in trees, the wind, and the temperature.

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|---|--|
| • | Ask the students to close their eyes and picture in their heads what they see, what they hear, and what they feel while you read the poem aloud. You may need to read the poem more than once. |
| • | Allow time for the students to discuss their images, in pairs, before reading the poem together.   |

## Focus for Discussion

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|---|--|
| • | Discuss what makes this an effective poem, considering:  |
|   | <ul style="list-style-type: none"> <li>the use of vivid descriptive language and imagery;</li> </ul>                     |
|   | <ul style="list-style-type: none"> <li>the use of the present tense to give a sense of urgency and immediacy;</li> </ul> |
|   | <ul style="list-style-type: none"> <li>the use of simple sentences for impact;</li> </ul>                                |
|   | <ul style="list-style-type: none"> <li>the use of personification (of the wind, the trees, and the chimney);</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>the double meaning of the word “cracks”;</li> </ul>                               |
|   | <ul style="list-style-type: none"> <li>the verbs that convey mood and action.</li> </ul>                                 |
| • | “What else might signal a storm?” (For example, dark clouds gather, the sea gets rough.)                                 |

## Suggested Tasks

You may like to select a task from those listed below. You may need to work with the group for some tasks.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Using Texts	<ul style="list-style-type: none"> <li>read aloud with fluency and expression.</li> </ul>	<ul style="list-style-type: none"> <li>in two groups, read the poem aloud, with one group reading the narration and the other group reading the dialogue.</li> </ul>
Poetic Writing • thinking critically	<ul style="list-style-type: none"> <li>express meaning using vivid language, especially active verbs.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, with the teacher, use their own ideas about the coming storm to add to the poem (for example, “Dark clouds are gathering. ‘Faster, faster,’ they rumble”)</li> <li>choose a different setting (for example, the sea, a desert, or a mountain) and write a similar descriptive poem about a storm.</li> </ul>

## Links with Other School Journal Titles

“My Friend the Wind” 1.3.99; “Storm Day” 3.1.92; “Sudden Storm” *Junior Journal* 5; “Swallowed by the Sea” 2.1.03; “Cyclone” 2.1.03

## Journal Search Categories

Storms

Weather

## Associated Websites

Investigating Weather Patterns: Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/weather/home.html>

Metservice

[www.metservice.co.nz/home/index.asp](http://www.metservice.co.nz/home/index.asp)

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# The Dragon's Egg

by Victoria Hathaway

From School Journal, Part 1, Number 4, 2004

## Overview

The “dragon’s egg” provides Nick with a powerful means of persuading Karl and Rebecca to do all his chores. Then Mum finds out, and with her help the tables are turned and Nick learns what it feels like to be tricked.

## Readability

Noun frequency level: 7.5–8.5 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 playing tricks and/or being tricked
•	The students’ experiences of family (especially sibling) relationships
•	The students’ experiences of fantasy
•	Words and concepts that some students may find challenging: “ostrich”, “fiery”, “streaks”, “forked lightning”, “nestled”, “immediately”, “make-believe”, “obviously”, “warned”, “chompy”, “eyelashes”, “eyebrows”, “nervously”, “suspicious”, “lately”, “disappointed”, “exclaimed”, “Nick’s face dropped”.

## Features to Consider in Context

•	The narrative structure of the text, with a problem (wanting to see the egg), a solution (doing Nick’s jobs for him), and a conclusion (paying Nick back).
•	The third-person narration
•	The use of dialogue to convey the characters’ feelings and reactions
•	The conventions of direct speech
•	The interweaving of fantasy with reality, and the characters’ developing ability to distinguish between the two
•	The use of italics for emphasis.

## Purposes

**Depending on your students’ needs, you could use this text for the following purposes.**

•	Exploring the differences between fantasy and realistic fiction
•	Interpreting the feelings and reactions of characters
•	Making connections between the text and students’ own experiences
•	Exploring the structure of narrative text
•	Distinguishing between dialogue and narration.

## Introducing Students to the Text

•	Ask the students if they have ever played a trick on a friend or someone in their family. “Did it work?” “Why did you do it?” “How did it feel, and how did the other person feel?” Alternatively, you could ask the students if they can remember somebody playing a trick on them. Allow time for the students to think, pair, and share their experiences.
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•	Introduce the title of the story. Ask the students if they think the text will be imaginary or factual (fiction or non-fiction) and why they think this. Ask them to predict what the story will be about.
•	Ask the students what sort of imaginary story they predict it will be (fantasy or realistic fiction). “Why do you think this?”
•	Share the purpose for reading. For example, explain that you want them to find out what kind of story it is and to think about how the author has conveyed the feelings and reactions of the main characters (Karl, Rebecca, and Nick) to the events in the story.
•	Ask the students to read silently to “hoping it would be a friendly dragon” to check their predictions of whether it is a realistic or a fantasy story.

## During the Reading

•	“Do you think this is a realistic story or a fantasy one?” Check the students’ predictions against the evidence in the text.
•	“Do you believe Nick?” “Do the characters believe it is a real dragon’s egg?” “Why do you think that?” “How do you think Nick is feeling?” “What makes you think that?” “What might happen next?”
•	Ask the students to read silently to “Put it down, or it won’t hatch out” to discover what the characters feel about what’s happening.
•	Draw the chart below on the whiteboard and ask the students to discuss the characters’ reactions to the first two events. “How does the author show us what the characters are thinking and feeling?”
•	Use a shared reading approach to read to “he’ll know what it feels like”, and discuss and record the characters’ feelings and reactions to the third event.
•	Ask the students to read to the end of the story to decide what the fourth main event is and how the characters react to it.
•	Use a shared reading approach to read to “he’ll know what it feels like”, and discuss and record the characters’ feelings and reactions to the third event.
•	Ask the students to read to the end of the story to decide what the fourth main event is and how the characters react to it.

## After the Reading: Responding to the Text

### Possible focus areas for discussion

•	Clarify with the students the main event of the last section of the story (Nick is tricked) and complete the chart, recording the characters’ reactions and feelings. “What have they learnt by the end of the story?”
•	“Why do you think the author wrote this story?”
•	“What kind of story did we think it would be?” “Were we right?” “Could this really happen?” Tell the students that it is realistic fiction because it is about real-life situations with imagined characters and events.
•	Draw the students’ attention to the use of italics and ask them why they have been used.
•	Discuss with the students the idea of using the story for a readers’ theatre. Discuss the roles of the characters and the narrator, emphasising the difference between dialogue and narration. Allocate roles, provide groups of students with photocopied texts and highlighters, and ask them to highlight only the dialogue of their character. The student with the role of narrator will highlight only the narration needed to move the story along.

<b>Karl and Rebecca</b> <i>What do they think? How do they feel?</i>	<b>Main Events</b>	<b>Nick</b> <i>What does he think? How does he feel?</i>
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	<ul style="list-style-type: none"> <li>• Nick brings the dragon's egg home and hides it under his bed.</li> <li>• Karl and Rebecca do Nick's jobs.</li> <li>• Mum finds out and picks up the dragon's egg.</li> <li>•</li> </ul>	
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## Suggested Tasks

You may like to select a task from those listed below. You may need to work with the group for some tasks.

<b>Suggested Achievement Objectives</b>	<b>Learning Outcomes</b> <i>Students will be able to:</i>	<b>Learning Experiences</b> <i>Students could:</i>
Presenting • thinking critically	• read aloud with pace, fluency, and expression.	• change the story to a readers' theatre; • as a group, practise reading aloud for the readers' theatre.
Poetic Writing Presenting • thinking critically	• draw an object and describe it (including its shape, size, and colour), using vivid language, especially adjectives and similes.	• reread the description of the dragon's egg in the text; • design their own dragon's egg and write a description of it.

## Links with Other *School Journal* Titles

"Easter Bunny" 2.2.89; "Getting Even" *Junior Journal* 17

## *Journal Search* Categories

Family Life

Health

Interaction

Relationships

## Cross-curricular Link

Health and Physical Education: Mental Health

## Associated Websites

Fools and Tricksters in Literature: Unit Plan (English Online)

[http://english.unitecology.ac.nz/resources/units/fools\\_tricksters/home.html](http://english.unitecology.ac.nz/resources/units/fools_tricksters/home.html)

# Whitebaiting

by Jan Trafford

From School Journal, Part 1, Number 4, 2004

## Overview

Hare and Kim enjoy going whitebaiting with their Aunty Nicky but feel shy when their teacher joins them. This recount is paired with a report that explains the life cycle of whitebait and concludes with a conservation message. You will probably need to spend two sessions exploring this text with a group.

## Readability

Noun frequency level: 8–9 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' knowledge and experiences of whitebaiting or other types of fishing.
•	The students' knowledge and understanding of the life cycles of fish.
•	The illustrations and photographs that accompany the text, especially the life cycle diagram on pages 6 and 7.
•	Words and concepts that some students may find challenging: "whitebait season", "Strachan" (pronounced "Strawn"), "knowledge", "glassy", "fritter", "high tide", "upstream", "adult fish", "rushes", "larvae", "develop", "river mouths", "cycle", "species", "native fish", "preserve", "regulations", and the idea that whitebait are the young form of more than one type of fish.

## Features to Consider in Context

•	The mixture of text forms (recount, report, and life cycle diagram) and the different ways in which they present information
•	The informal style of the recount (the inclusion of dialogue, the inclusion of figures of speech, for example "head over to the river", "spot them a mile off")
•	The author's style in using "but" to introduce contrasting information, for example, "Hare and Kim are pleased they've come, but ...".
•	The author's message about conservation
•	The present tense
•	The subject-specific vocabulary
•	The use of a footnote on page 6.

## Purposes

**Depending on your students' needs, you could use this text for the following purposes.**

•	Supporting their development of the comprehension strategies of making connections (with their experiences and between the three different text forms within this piece), asking questions, inferring to gain information, or identifying the author's purpose
•	Locating information in factual texts (identifying main ideas)
•	Distinguishing between the features of a recount and a report.

## Introducing Students to the Text

•	Distribute the Journals and allow time for the students to view and discuss the illustrations and photographs.
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•	Ask the students about their knowledge of whitebait and/or whitebaiting. “What words about whitebaiting might you expect to find in this text?” “What else would you like to find out?” Record the students’ responses on a chart.
•	Share the purpose for reading the text, for example, “We’re going to read both parts of this text to find more information about whitebaiting and whitebait” or “While you’re reading, I want you to look for clues about why people might want to go whitebaiting.”

## During the Reading

•	Explain that the text is in two main parts. Ask the students to think while they’re reading about why the author has structured the text this way.
•	Ask the students to use paper clips or yellow stickies to mark places in the text where they’ve found information or where they have a query.
•	Have the students read silently to “But they <i>are</i> swimming!” (page 2). What might it mean if “the whitebait are running”? If necessary, clarify the pronunciation of “Strachan”.
•	Have the students read silently to the end of page 5. Encourage them to share any difficulties they had with the reading. Discuss the concept of “high tide”. Review the purpose for the reading. Ask: “What have you found out about whitebaiting so far?” or “What is it that the characters like about whitebaiting?” Ask the students to justify their ideas with reference to the text.
•	Add any new information to the chart. “Have any other questions come into your mind?” “Did you find all the words you expected?” “Did you find any that you didn’t expect?”
•	Ask the students to think, pair, and share about the life cycle diagram on pages 6 and 7, starting with the illustration on the left of page 6 and following the arrows. Ask the students to find the stage of the life cycle that shows when the whitebait are “running”. Encourage them to refer to the text to explore the meanings of terms such as “upstream” and “larvae”. Why might the adult fish lay their eggs on the bank rather than in the water? Draw out the idea that whitebait are the young fish and that they look very different when they’re fully grown.
•	Add any new words or new meanings to the chart.
•	Explain that the text in the top halves of pages 6 and 7 adds more information about the life cycle of whitebait. Show the students how the small number “1” by “spring tide” refers them to a footnote. Ask the students to read silently to “the cycle will start all over again” and mark with a paper clip any part of the text that puzzles them.
•	Discuss any difficulties with the reading. “Why has the author used a footnote?” Have the students work with a partner to match the text on the top halves of pages 6 and 7 to the sections of the life cycle.
•	Read the last paragraph on page 7 to the students. Together practise pronouncing the Māori names of the five species.
•	What does it mean to “preserve our native fish”? How can we make sure there will always be whitebait in our rivers? What do you think the regulations might be?

## After the Reading: Responding to the Text

### Possible focus areas for discussion

•	Revisit the purpose for reading the text: for example, to find information about whitebaiting (or whitebait). Refer to the chart made during the reading and review the information gathered from each part of the text.
•	Think, pair, and share reasons why people might enjoy whitebaiting, using references and inferences drawn from the text.
•	Ask the students what is different about the two main sections of the text. Allow time for them to think, pair, and share their ideas. Compare the features of the recount (characters, dialogue, informal language) with the report (factual information, diagram, formal language). Why do you think the author structured the text this way (with a recount and then a report)?

## Suggested Tasks

You may like to select a task from those listed below. You may need to work with the group for some tasks.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Presenting <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• communicate a message effectively using a poster, paying attention to visual features such as layout, colour, use of space, lettering, and the dominant image.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, design a poster to communicate the conservation message in the report.</li> </ul>
Interpersonal Listening Interpersonal Speaking Close Reading <ul style="list-style-type: none"> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• locate, select, and organise information;</li> <li>• present information orally, organising the material effectively and speaking clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, use the Internet (for example, the DOC website listed below) to locate information about the five species named in the article;</li> <li>• share the information orally with the class.</li> </ul>

## Links with Other *School Journal* Titles

“Aramanga” 1.3.91; “The Star Fishes” 1.3.92; “Tuatara and Mango the Shark” 1.3.98; “Never-ending Teeth” 2.2.93; “Mako Shark” *Junior Journal* 21

## Journal Search Categories

Fish

Māori Legends

Native Animals

## Cross-curricular Link

Science: Making Sense of the Living World

## Associated Websites

Native Fish are Neat

[www.doc.govt.nz/Conservation/001~Plants-and-Animals/001~Native-Animals/Native-Fish.asp](http://www.doc.govt.nz/Conservation/001~Plants-and-Animals/001~Native-Animals/Native-Fish.asp)