Cooking an Uga

by John Hart

Overview

This short recount tells how the children of Room 12 cook an uga as part of their class study about crabs. A glossary and brief information report follow the recount, and resources for further reading are indicated at the end of the article.

Purposes

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

- exploring the structure and features of a recount and a report and making comparisons between them
- skim-reading to locate information.

Readability

Suggested level: 7–8 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 and knowledge of the seashore, seafood
- The students' experiences of reading recounts and reports
- The photographs that accompany the text
- The proper nouns, for example, "Charles", "Niue", "Tianini", "Raeina"
- Words and concepts that some students may find challenging: "alive", "firmly", "underside of the body", "straightened", "sign", "flesh", "removed", "weigh", "buries".

Features to Consider in Context

- The structure of the text as a recount with events sequenced in chronological order and with dialogue and indirect speech interspersed throughout
- The past tense
- The glossary of Niuean words
- The brief report ("About Uga") that presents information about uga
- The suggestions for locating further information.

Introducing Students to the Text

- Ask the students what they know about crabs. Allow time for them to think, pair, and share their knowledge and experiences.
- Tell the students that they are going to read an article about uga (coconut crabs) from Niue. Locate Niue on a map.
- Introduce the names of some of the characters in the article.
- Tell the students that the article is in two parts and introduce the title. Ask them to predict what sort of text they would expect with this title. "What would you expect to see and read?"
- Distribute the Journals and ask the students to look at the layout of pages 2 and 3 and check their predictions about the kind of text. "How do you know that this article isn't a set of instructions?" Chart the students' responses to this question.

•	"What kind of text do you think this is?" You may need to explain the purpose of a recount. (It tells what happened.)
•	Share the purpose for reading the text. "We'll read the article and see if we can identify why it is a recount."
•	Ask the students to read to "The next day, it was in Auckland" and be ready to share in pairs what the first paragraph tells them.

During the Reading

•	Discuss the purpose of the first paragraph. (It sets the scene of the recount and tells when, where, who, and what.) You may like to chart these points if they didn't emerge during the introductory discussion.
•	"How would you feel if you arrived at school to find a large uga on a coconut?"
•	Ask the students to read to "Fakaue, Mary-Anne" to see what other features they notice about the recount. Discuss with the students what strategies they could use if they meet a tricky word.
•	Provide an example of the use of the past tense, for example, "The children looked at the uga's tail …". "Which word tells us that this has already happened?" Tell the students this is the past tense and ask them to find other parts of the text that use the past tense.
•	"What else did you notice? The recount uses the past tense and what else?" (Dialogue, events sequenced in time order.) Chart the students' responses.
•	Ask the students to share, in pairs, the part in the text that tells how you know if an uga is fresh.
•	"Why do you think Charles lowered the uga 'carefully' into the pot?"
•	Revisit the purpose for reading and use the chart to review what the students know about the structure and features of a recount.
•	Use a shared reading approach to read the section entitled "About Uga".
•	Ask the students if this section is the same or different from the recount.
•	"How is it different?"
•	"What is the purpose of this part?"
•	"'The uga buries itself' – is that the past tense?" Explain why this is the present tense.
•	Tell the students that this section of the text is called an information report.
•	Ask the students to reread the report to locate facts about uga.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Brainstorm and chart a list of facts about uga. Ask the students if the photographs help them to understand what an uga looks like.
•	"What do you think uga eat?" "What group of living things do uga belong to?" "How could we find out?" Draw the students' attention to the suggested readings provided.

Suggested Tasks

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

Suggested Achievement Objectives	Learning Outcomes *Students will be able to:*	Learning Experiences *Students could:*

Close Reading Transactional Writing • processing information	• classify information under appropriate headings.	• as a group, use the list of facts about uga to categorise the information under the following headings: • What does it look like? • Where is it found? • What does it do?
Close Reading Transactional Writing Presenting • thinking critically • processing information	• read to locate information; • classify information.	• as a group, use the recount section of the article (text and photographs) and the suggested readings to locate further facts; • cluster the facts under the appropriate headings on the group chart; • present the information to the class.

Journal Search Categories

Crabs

Niue Island

Pacific Islands

Cross-curricular Link

Science: Making Sense of the Living World

Earth Paints

by Jill MacGregor

Overview

A class study about Aboriginal art leads the students into creating earth paints. This descriptive recount, written in the first person plural, tells how they collected and used different types of soil to make clay paints for artwork.

Purposes

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

•	illustrating a process to follow
•	exploring the structure and features of a recount
•	investigating the use of verbs and adjectives to give clarity and impact to the writing.

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' prior experiences of playing with mud or using paint or clay for artworks
•	The students' prior knowledge of Aboriginal art and culture
•	The photographs that accompany the article
•	Words and concepts that some students may find challenging: "Aboriginal", "traditional", "decorate", "ground-up", "district", "compost", "peat", "swamp", "cluttered", "sieves", "crumbled", "gritty", "dabbed", "surface", "flaked", "emu", "detergent".

Features to Consider in Context

•	The structure of the text as a recount with events presented in chronological sequence
•	The past tense
•	Short paragraphs
•	The first-person narrative
•	Vocabulary that signals time passing, for example, "In the weekend", "On Monday morning", "After play"
•	The choice of verbs and adjectives which add impact to the writing
•	An explanatory note at the conclusion of the article.

Introducing Students to the Text

•	Allow time for the students to think, pair, and share their experiences of using art materials, e.g., mixing paints (making connections with prior knowledge)
•	Introduce the title and ask the students to predict what earth paints are made from and how they are made. Chart their predictions on a T-chart.
•	Ask the students who might have used earth paints many years ago. You could use this discussion to introduce concepts and vocabulary such as "cave dwellers", "traditional", and "Aborigines".
•	Before distributing the Journals, read the first paragraph aloud to the students.

•	Share the purpose for reading the text. "We're going to read this article to discover the process that students in a classroom followed to make earth paints, using the soil from their district. We will also look at how the author gives impact to the writing."
•	Ask the students to read to "and big bags of colourful soil" to identify what earth paints are made from.

During the Reading

•	Discuss with the students what earth paints are made from, asking them to provide evidence from the text to support their views. Chart their responses on the T-chart, using a different-coloured pen.

What are earth paints made from?	How are earth paints made?
vegie garden soil compost soil swamp peat	turn lumps of clay into powder (crush, rub)

•	Clarify any vocabulary causing difficulty.
•	Distribute paper clips to each student and explain that you want them to read to the end of the article: "pinned our paintings on the wall". Ask them to use the paper clips to identify each step or action the students take to make the earth paint. You may need to model this to the students.
•	Ask the students to pair and share the steps they have identified.
•	After this discussion, chart the steps on the T-chart, using a different-coloured pen from the one used to chart the students' predictions.
•	Finish the article by using a shared reading approach to read the Note.
•	Ask the students how this information could be useful for the chart.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Use an example from the text, for example, "our classroom was cluttered with sieves", to identify an effective descriptive word or active verb. "Is this an effective word to build a picture of the classroom? Why?" Ask the students, in pairs, to find other effective verbs or adjectives that give impact to the writing. In the case of verbs, you may like to encourage the students to mime the actions.
•	Tell the students that the article is a recount and ask them what its purpose is. Distinguish between the purpose of a recount and the purpose of instructions.

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 *Students will be able to:*	Learning Experiences *Students could:*
Using Texts Presenting • processing information	• combine words and images to illustrate a sequence of events.	• in pairs, use the text and the T-chart to build a flow chart that demonstrates the steps taken to make earth paints; • in pairs, use their flow chart to explain to other class members how earth paints are made.

Transactional Writing • processing information	• ask questions to elicit information; • write clearly and concisely to request information, providing background material to the request.	• generate questions to ask local council personnel or local potters about soil types in their district; • use fax or email to communicate their request for information; • share the information gained with class members.

Links with Other *School Journal* Titles

"Nadia Paints Her Face" 1.1.97

Journal Search Categories

Activities

Arts and Crafts

Cross-curricular Links

The Arts: Visual Arts

Science: Making Sense of the Material World

Associated Websites

TKI – Motifs and Symbols – Unit Plan

www.tki.org.nz/e/community/arts/visarts/visarts_L2/visarts_L2_A4_menu.php

It's Only a Fairy Tale

by Jaqualine Chapman

Overview

After reading fairy tales before going to sleep, a young girl wakes from a bad dream. Mum, Dad, and Nana all rush to her bedroom to calm and reassure her. But there's a twist at the end of the tale.

Purposes

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

•	making connections to other fairy tales
•	interpreting verbal clues
•	expressing a point of view
•	exploring the use of question marks.

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' knowledge of fairy tales
•	The students' experiences of dreams and nightmares
•	The illustrations that accompany the text
•	Words and concepts that some students may find challenging: "nightie", "wardrobe", "honey", "sweetheart", "a red hooded cape", "make-believe", "sweet dreams".

Features to Consider in Context

•	The conventions of a play: a list of characters in capital letters, stage directions in italics, stage directions for individual characters in brackets, and dialogue for each character
•	The ending, which provides clues to the main character's mystery identity
•	The colloquialisms, for example: "Sh, sh", "OK".

Introducing Students to the Text

•	Ask the students to think, pair, and share their favourite fairy tales. Encourage them to give reasons for their choices. ESOL children may need additional support here.
•	Brainstorm with the students a list of fairy tale characters and classify them as "Goodies" or "Baddies".
•	Ask the students to agree or disagree with the following statement and give reasons for their point of view: "Fairy tales are too scary to be read to young children." ("Yes, because …" "No, because …") You may want to chart the students' responses.
•	Introduce the title and share the purpose for reading the play. "We'll read this play to see if it changes your mind about reading fairy tales to young children."
•	Ask the students to read to "DAUGHTER. My fairy tale book" to find out which fairy tale the daughter is dreaming about.

During the Reading

•	In pairs, have the students compare their findings and point out evidence in the text to identify the fairy tale that the girl is dreaming about.
•	"When Mum, Dad, and Nana heard the screams, what did they think had happened?" "How do you know?" Ask the students to support their reasons with evidence from the text.
•	"How will you read those lines?" Ask the students, in pairs, to read the relevant lines so an audience would know they were asking questions.
•	Tell the students to finish reading the play and ask them to think about whether the ending of the play reminds them of any other fairy tales.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Discuss with the students other tales referred to in the play. (Alice in Wonderland, Goldilocks and the Three Bears.) For ESOL children you may wish to share these unfamiliar texts. In pairs, have them find evidence from the text to support their opinions. "Did the ending give you a clue about who the main character is?" "How do you know who it is?"
•	"Why do you think the writer chose this title?"
•	Ask the students if they still agree or disagree with the opinion they expressed before reading the story. If not, why did they change their mind?
•	"If we performed this play, what props would we need?"
•	"What is the best way to present the play? Live or audiotaped? Why?"
•	Direct the students to the stage directions. "Are they more suitable for live performance or audiotaping?"
•	"If we audiotaped the play, how could you let the audience know you felt sleepy?"

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 *Students will be able to:*	Learning Experiences *Students could:*
Using Texts Presenting • exploring language	• read aloud for an audience with pace, fluency, and expression;	• as a group, practise reading the play for audiotaping; • audiotape and present the play to a junior class.
Poetic Writing Using Texts Presenting • thinking critically	• rewrite a text incorporating their own ideas within an existing structure.	• rewrite the ending of the play to identify one of the main characters as part of a different fairy tale. • perform the play, with the revised ending, for the class.

Links with Other *School Journal* Titles

"The Babysitter's Goldilocks" 1.5.93; "The Three Wise Pigs" 1.4.98; "Wolf in Trouble" 2.4.95; "The Little Red Riding Hood Rap" 2.2.04; "Dear Red Riding Hood" *Junior Journal 19*

Journal Search Categories

Humorous Stories

Associated Websites

Fairy Tales – Unit Plan [English Online]

http://english.unitecnology.ac.nz/resources/units/fairytales/home.html

Guilty/Not Guilty – Unit Plan [English Online]

http://english.unitecnology.ac.nz/resources/units/guilty/home.html

Tales of the Grimm Brothers – Unit Plan [English Online]

http://english.unitecnology.ac.nz/resources/units/grimm/home.html

Postcard from the Bahamas

by Jeena Murphy

Overview

A fancy dress pirate costume and an aunty living in the Bahamas cause a young girl's imagination to take flight in this fantasy story, written in the first person.

Purposes

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

• distinguishing between fantasy and reality
• making inferences
• investigating the author's style and purpose
• exploring how the imagination can transform ordinary events.

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' knowledge of fantasy and especially pirate stories
• The students' ability to use their imaginations
• The illustrations that accompany the text
• The elements of fantasy interwoven with reality
• Words and concepts that some students may find challenging: "magnifying glass", "droopy palm trees", "private", "suspected", "prove", "against the law", "search", "sleek", "deck", "cutlass", "crew members", "adjusting my eyepatch", "blunderbuss", "green with envy", "a jewelled handle".

Features to Consider in Context

• The narrative structure of the text, in which fantasy and realistic events are interwoven
• The link between the first and the final sentences
• A large number of contractions that heighten the conversational tone.

Introducing Students to the Text

• Ask the students if they have attended costume parties dressed as an imaginary character. "What was that like?" "How did it make you feel?" Ask them to close their eyes and imagine they are the character they dressed up as. "Think about the things you do during the day." "Who are your friends?" "Who are your enemies?" "Where do you live?" "How do you feel?" "What do other people think about you?" Ask the students, in pairs, to share information about their character. ESOL students may need some support in identifying imaginary characters.
• Ask the students if stories about pirates are imaginary or factual. "What do you expect to see and read in a pirate story?" Allow time for the students to think, pair, and share their knowledge of pirate stories. Introduce some vocabulary during the discussion.
• Introduce the title and locate the Bahamas on the map. Explain that this area would have been one where pirates used to wait for ships carrying precious cargoes, such as gold.

- Share the purpose for reading. "We'll read the story to see if we can work out what is real and what is imaginary."
- Ask the students to read to "Mum and Dad are driving up to meet her, and we're going too" to decide which parts of the story sound like real events and which parts are imaginary.

During the Reading

- "Do you think Aunty Bernice really is a pirate?" "Find the place in the text that makes you think that."
- Ask the students, in pairs, to share just the parts which they think may have really happened. Ask them to support their views with evidence from the text.
- Ask the students to read the rest of the story silently and then think about whether they agree or disagree with the following statements. Tell them that they will need to find a part in the text that supports their point of view.
  - "Aunty Bernice has decided not to fly to Christchurch because she'd rather sail her pirate ship to Dunedin."
    - "Susie used her imagination about being a pirate with Aunty Bernice when she dressed up in her pirate costume."
  - "Mum and Dad won't worry because they want Susie to be a pirate when she grows up."

After the Reading: Responding to the Text

Possible focus areas for discussion

- As a group, ask the students to support their reasons for agreeing or disagreeing with the first statement in the list above with evidence from the text. Explain that they may need to reread and search the text for clues.
- Use a think, pair, and share technique for discussion of the next two statements. Emphasise that the students must support their views with evidence from the text. "What in the text makes you think that the author would agree with you?"
- "What sort of adventures do you think Susie might imagine she will have?"
- "What do you think the author's purpose was in writing this story?"
- Clarify any vocabulary causing difficulties and ask the students to identify words that would be appropriate in a glossary if this was an article about pirates.

Suggested Task

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

Suggested Achievement Objectives	Learning Outcomes Students will be able to:	Learning Experiences Students could:
Poetic Writing • exploring language • thinking critically	• write an imaginary piece using the form of a postcard.	• write a postcard from Susie to her family telling them how her "pirate holiday" is going.

Links with Other *School Journal* Titles

"Pirate Trouble" 1.5.90; "Happy Birthday, Mrs Febrius" 2.4.90; "Just One Thing" 2.1.98

Journal Search Categories

Fantasy

Humorous Stories

Associated Websites

Postcards from my Planet – Unit Plan [English Online]

http://english.unitecnology.ac.nz/resources/units/postcards/home.html

Ahoy! Matey – Unit Plan [English Online]

http://english.unitecnology.ac.nz/resources/units/ahoy/home.html

TKI: The Internet and Student Research: Blackbeard the Pirate

www.tki.org.nz/r/ict/ictpd/internet_research_e.php

Surprise

by Sharon Stratford

Overview

A feeling of the speed and exhilaration – and the potential danger – associated with skateboarding is conveyed through the rhythm of this partially rhymed poem.

Purposes

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

- visualising a scene while listening to a text
- exploring the use of alliteration to create patterns of sound

Before the Reading

- Ask the students to close their eyes and picture in their heads what they see and what they feel while you read the poem aloud. You may need to read the poem more than once.

After the Reading

- Allow time for the students to discuss their images, in pairs, before reading the poem together. Clarify the meaning of the poem with them.

Focus for Discussion

- Discuss what makes this an effective poem, considering:
  - the sense of speed conveyed through the rhythm
    - the use of alliteration that creates patterns of sound
    - the rhyming words.
- Ask the students how they would describe the feelings of the skateboarder as she whizzes down the ramp. "Does the poem give any clues about the feelings of the skateboarder?"

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes *Students will be able to:*	Learning Experiences *Students could:*
Using Texts • exploring language	• identify the rhythm of a poem and convey it to an audience with clapping or percussion instruments	• clap the rhythm while reading the poem aloud; • use percussion instruments to create the beat while reading the poem aloud to an audience.

Links with Other *School Journal* Titles

"The Terrible Half Pipe" (JYPW 1992)

Journal Search Categories

Skateboarding

Associated Website

TKI – Transactional Writing – Skateboarders at School

The Blink-off

by Sharon L. Norris

Overview

Jon always wins blink-off contests and sees himself as the undisputed Blink-master. However, Snowball the cat proves a worthy challenger for very good reasons.

Purposes

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

• using illustrations to support understanding of the text
• identifying the feelings of characters and noting how these feelings change
• making inferences
• interpreting how punctuation gives meaning to the text.

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 competitive games or contests with their peers and/or siblings
• The students' feelings about winning and losing
• The use of repetition, which makes this a predictable text
• The illustrations that accompany the text
• Words and concepts that some students may find challenging: "Blink-master", "bulge", "scratched", "brushed", "challenger", "sagged", "especially", "flopped", "sofa", "humans", "eyelids", "membrane", "moist", "protect", "dozing".

Features to Consider in Context

• The narrative structure of the text with a setting, characters, a problem, and a resolution
• Dialogue interspersed with indirect speech
• The use of vivid language, particularly verbs, to give impact to the writing
• The use of punctuation, particularly ellipses and capital letters, to help to create a feeling of tension
• The conventions of direct speech
• The section at the end of the story that provides information about how cats blink.

Introducing Students to the Text

• Ask the students if they have ever been challenged to a contest with a friend or a brother or sister. "What sort of contest or game was it?" "How did you feel about winning or losing?" Allow time for the students to think, pair, and share their experiences.
• Tell the students the title of the story and the name of the contest – "The Blink-off" – and ask them to predict what this means.
• Share the purpose for reading the text. "We'll read the story to identify the feelings of the characters and how their feelings change."

	Ask the students to read to "'It's just a silly game,' Sally said" to check their predictions about what "the blink-off" is.	

During the Reading

	Clarify the meaning of the title and check whether the students' predictions matched the text.	
•	Ask the students to identify the main event in the story so far.	
•	Draw the chart below and ask the students to discuss the characters' reactions to the main event.	
	Ask them to find clues in the illustrations or the text that support their views.	
•	Ask the students to read to "Jon sang as he danced around the room" to identify the main event and the characters' feelings.	
•	Ask the students how they feel when the same person always wins.	
•	Chart the main event and the characters' feelings and responses.	
•	Draw the students' attention to the part of the text that uses ellipses and capital letters. Ask them to read these lines in pairs and discuss what effect the punctuation has. "Does it help to create the mood of the story?"	
•	Ask the students to predict what will happen in the story. "How do you think it will end?"	
•	Ask the students to read to the end of the story to check their predictions and think about how the characters react to what happens.	
•	Discuss whether the students' predictions matched what happens in the text.	
•	Use a shared reading approach to read and discuss the section titled Do Cats Blink? and suggest that the students could observe their own cats.	

| Sally and Paul

What do they think? How do they feel? | Main Events | Jon

What does he think? How does he feel? |
|---|---|---|
| Disappointed but pretending not to care ("It's just a silly game.") | Jon and Sally have a blink-off. Jon wins. Sally loses. | Confident ("Bet I can beat you.") |

After the Reading: Responding to the Text

Possible focus areas for discussion

	Return to the text and identify the main events: Sally puts Snowball forward as the challenger, and Snowball wins the contest.	
•	Discuss the characters' reactions and how their feelings change. Ask the students what parts of the text provide them with clues about the characters' feelings. Chart the students' responses.	
•	Draw attention to some of the active verbs used. Ask the students to mime bulging eyes, mouths sagging open, and flopping down on the mat. "Why are these verbs effective?"	
•	Allow time for the students, in pairs, to have a blink-off.	
•	Explain a readers' theatre to the students if they don't already know what that is.	
•	Provide the students with photocopies of the text and allocate roles. Ask them to highlight just their role and discuss whether a narrator is needed.	

Suggested Task

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

| Suggested Achievement Objectives | Learning Outcomes

Students will be able to: | Learning Experiences

Students could: |
|---|---|---|

| Using Texts • exploring language • thinking critically | • read with pace, expression, and fluency, conveying a character's feelings through voice, facial expression, and gesture. | • as a group, practise reading the story as a readers' theatre, using voice, facial expression, and gesture to convey to an audience the ideas they have developed about the characters' feelings and responses. |

Links with Other *School Journal* Titles

"Twenty Questions" 1.5.99

Journal Search Categories

Games

Cross-curricular Link

Science: Making Sense of the Living World