

A Silly Story

by Diane Foley

From School Journal, Part 2, Number 2, 2004

Overview

Stan visits his old friend Bill, whom he hasn't seen for a long time. While they are talking, a storm brews. The foolishness of Stan's behaviour is captured in a humorous twist at the end of the story.

Readability

Noun frequency 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 of changing weather patterns
•	The students' experiences of reading narrative texts, especially fables and folk tales
•	The manageable length of the text
•	Words and concepts that some students may find challenging: "winding", "pleasant", "neither", "stormy", "howled", "path", "immediately", "disappeared".

Features to Consider in Context

•	The structure of the text as a simple narrative with a setting, characters, a problem, and a resolution
•	The humour.

Introducing Students to the Text

•	Ask the students to share examples of their own silly behaviour. Encourage them to think about the reasons why they behaved as they did. You may wish to provide a model of a silly incident involving yourself.
•	Introduce the title and view the illustrations with the students. Together, identify the characters and the setting.
•	Share the purpose for reading. "We're going to read the story to find out what the problem is for Bill and Stan, what they decide to do, and why."
•	Ask the students to read silently to "and Stan agreed" and predict what problem the characters will have.

During the Reading

•	Ask the students to read on to find the parts in the story that tell about the problem. "Can you predict how the problem is going to be solved?"
•	"Are there any clues in the story about silly behaviour?"
•	Ask the students to read silently to the end of the story to check their predictions about how the problem is solved.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Ask the students what they think about the way the story ends. “If Stan had agreed to stay the night, why did he run outside and down the hill?” Clarify the reason for Stan’s behaviour and compare this with the students’ predictions.
•	“What do you think Bill thought about it?” “How else could the story have ended?”
•	Ask the students why they think the author chose the title.
•	Discuss jokes that are about “silly” behaviour or behaviour that isn’t “logical”.
•	Draw a story map that shows the settings and the movements of the characters. As a group, use the story map to retell the story.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts • thinking critically	<ul style="list-style-type: none"> • devise an appropriate alternative ending to a story; • retell a story to an audience. 	<ul style="list-style-type: none"> • in pairs, retell the story with a different ending; • tell their version of the story to other groups in the class.
Presenting • exploring language	<ul style="list-style-type: none"> • retell a story using the conventions of a comic strip. 	<ul style="list-style-type: none"> • devise an appropriate alternative ending to a story; • retell a story to an audience.
Interpersonal Listening Interpersonal Speaking • thinking critically • exploring language	<ul style="list-style-type: none"> • devise open questions that will encourage the development of a character; • respond to text in role. 	<ul style="list-style-type: none"> • as a group, generate questions to hot-seat Stan; • interview, or respond in role as, Stan.

Links with Other *School Journal* Titles

“Three Sam and Lucy Fables” 1.5.95; “Holly and the Frog Prince” 1.5.99; “Going on Holiday” 2.1.93; “Under Mum’s Feet” *Junior Journal 2*

Journal Search Category

Humorous Stories

Born to Weave

Rangimarie Hetet talks to Iona McNaughton

From School Journal, Part 2, Number 2, 2004

Overview

In this article, ten-year-old Rangimarie Hetet describes how weaving has always been part of her life. She tells of her family's long association with weaving, the articles they make, and the range of materials they use.

Readability

Noun frequency level: 9.5–10.5 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' prior experiences and knowledge of weaving
•	The students' personal experiences of hobbies
•	The photographs may accompany the text
•	Words and concepts some students may find challenging: "plaits", "piupiu", "silk threads", "kete", "putiputi", "pāua", "museums", "exhibition", "patience", "patient", "home-schooled".

Features to Consider in Context

•	The structure of the text as a personal profile
•	A brief opening section, written in the third person, that provides background for the article
•	The first person: "I", "we"
•	The mixture of tenses
•	The mixture of Māori and English vocabulary.

Introducing Students to the Text

•	Discuss with the students their previous experiences of weaving or making things. Ask them what they made, who the articles were for, and what materials they used.
•	"What was enjoyable about it?" "What was difficult?" "Why?"
•	Introduce the title of the article and ask the students what it might mean.
•	Read the introductory profile of Rangimarie Hetet aloud to the students. Ask them why this information has been included.
•	Ask the students to predict what sort of person might make a good weaver. Chart their responses.
•	Share the purpose for reading the text. "We'll read to check our predictions and find out what special qualities a person like Rangimarie has to have to be a good weaver and what they need to do."
•	Ask the students to read silently to "weave putiputi and make headbands with flax" to see what steps Rangimarie follows when she is weaving a piupiu for her baby brother.

During the Reading

•	Use the photographs and the text to discuss the steps Rangimarie takes to make the piupiu. "How does she cope with the hard bits?"
•	Clarify the meaning and pronunciation of the Māori vocabulary.

•	Ask the students to read silently to “her great-grandmother, who was called Rangimarie” and find a part in the text that indicates Rangimarie’s enjoyment and interest in weaving.
•	Refer the students to their predictions charted earlier and ask them to compare these with what they have learned so far.
•	Ask the students to read silently to the end of the article to further check their predictions.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Revisit the purpose for reading the text. Ask the students what other qualities besides interest a person needs to be a good weaver. Ask them to support their views with evidence from the text.
•	Compare the students’ responses with their predictions and add further information to the chart.
•	Use the text to discuss with the students how weaving skills have been handed down through the generations in Rangimarie’s family. Ask the students, in pairs, to share any special skills (for example, knitting, using tools) that they have learned from an older person. As a group, discuss what particular qualities they needed and compare those with the ones on the chart.
•	Discuss the reasons for Rangimarie being home-schooled. Ask the students, in pairs, to discuss the following: “Home schooling is/is not a good idea because ...”.
•	Ask the students who is telling this story. Tell them that the story is told in the first person and that this is indicated by the use of personal pronouns like “I” and “we”.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Transactional Writing • thinking critically	• prepare open-ended questions suitable for an interview.	• as a group or in pairs, write down some of the questions that the <i>School Journal</i> interviewer might have asked Rangimarie and match them with the appropriate pieces of text; • think of one other question they would like to have asked Rangimarie.
Close Reading Personal Reading • thinking critically • processing information	• follow written instructions.	• read the article “Weaving Paper” in 2.2.96 and follow the instructions to make their own weavings.
Transactional Writing • exploring language • thinking critically	• use alphabetical order and explain the meaning of Māori words.	• in pairs, compile a glossary for the following nouns, using a dictionary if necessary: “piupiu”, “kete”, “putiputi”, “pāua”.

Links with Other *School Journal* Titles

“Queen of the River” 1.1.99; “Making a Mat” 2.1.91; “Weaving Paper” 2.2.96; “Making a Piupiu” *Junior*

Journal 7; “A Weekend at Gran’s” Junior Journal 10

Journal Search Categories

Craftwork

Elderly People – Relationships with

Flax

Cross-curricular Links

Arts: Visual Arts: Developing Practical Knowledge

Social Studies: Culture and Heritage

Technology: Materials Technology

Associated Websites

Paper Weaving

www.tki.org.nz/e/community/arts/visarts/visarts_L2/visarts_L2_A2_pa.php

Dictionary of New Zealand Biography: Rangimarie Hetet

www.dnzb.govt.nz/dnzb/default.asp?Find_Quick.asp?PersonEssay=5H18

Diggeress Te Kanawa

www.artsfoundation.org.nz/diggeress.html

Māori Treasures

www.maoritreasures.com/

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Dead Car Clean-up

by Sarah Tamihana and Susan Botting

From School Journal, Part 2, Number 2, 2004

Overview

Whangaruru Harbour in Northland has beautiful beaches and native forest, but this was being spoilt by one big problem: dead cars. Students from local schools discussed the problem with community groups. They thought about possible solutions and began a massive clean-up. The article shows how groups in a community can co-operate to care for their environment. Teachers may wish to spend two sessions exploring this article with students.

Readability

Noun frequency level: 9.5–10.5 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 and experiences of disposing of or recycling unwanted materials
•	The students' knowledge and experiences of environmental issues
•	The photographs that accompany the text
•	The students' prior knowledge of local government bodies
•	Words and concepts that some students may find challenging: "inland", "locals", "dead cars", "community groups", "environmental education day", "Regional Council", "solutions", "wreckers", "stripped for parts", "visual pollution", "hazards", "news segment", "heavy-duty", "forklift truck", "kikuyu", "compactor", "sites".

Features to Consider in Context

•	The structure of the text as a report that switches from the present to the past tense and back to the present again and includes: <ul style="list-style-type: none">• an introduction
	<ul style="list-style-type: none">• background information
	<ul style="list-style-type: none">• chronological organisation
	<ul style="list-style-type: none">• facts and opinions
	<ul style="list-style-type: none">• direct speech but with the speakers not identified
	<ul style="list-style-type: none">• opinions presented as quotations
	<ul style="list-style-type: none">• a conclusion
•	The title, which states the subject of the report.

Introducing Students to the Text

•	Ask the students how they get rid of rubbish at home, at school, and in public places. Ask them about larger items like lawnmowers, refrigerators, and cars.
•	Discuss with the students what happens if people don't follow the established guidelines for getting rid of rubbish. The issue of recycling may also arise during this discussion. Ask the students who else is responsible for rubbish disposal. Try and draw out the point that community groups have a part to play.

•	Introduce the title and explain to the students that they are going to read a report. Ask them to predict if the report will be imaginary or factual. “Will it tell a story or give factual information?” “What will be its purpose?” “How will you know that this is a report – what do you expect to see and read?” Chart the students’ responses.
•	Share the purpose for reading the text. “We’re going to read the article to find out how people co-operate to solve the problem of dumped cars and how this information is presented in a report.”
•	Tell the students that the clean-up takes place in the Whangaruru Harbour in Northland. Locate the region on a map of New Zealand.
•	Scan and discuss the photographs on pages 2 and 3 with the group, introducing some of the vocabulary.
•	Ask the students to suggest why people would dump cars. Then ask them to read silently to “stripped for parts and dumped” to find out what ideas the students came up with at the environmental education day.

During the Reading

•	Compare the students’ suggested reasons for dumping cars with the suggestions made by the students in the text.
•	Ask the students to scan the first three paragraphs of the report on pages 2 and 3 and, as a group, discuss what the purpose of this part of the text is. Elicit the fact that the report starts with an introduction and some background information. Record this on the chart.
•	“How is this different from the next part, which begins with the question ‘Why ... in the bush?’” “What do you notice about the page that follows from there?” “Are those sentences facts or opinions?” “How do you know?”
•	Ask the students to read silently to “might damage the forest” and decide whether this section deals more with facts or opinions.
•	Discuss the students’ ideas. “Do you agree or disagree with each view on page 4 of the report?”
•	Clarify any vocabulary causing difficulty.
•	Ask the students, in pairs, to scan the photographs on pages 5, 6, and 7 to predict how the community deals with the problem.
•	Ask the students to read silently to the end of the text to check whether their predictions were correct.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Discuss whether the students’ predictions matched what happened in the text.
•	Ask the students to refer back to the second half of the text to identify the key actions taken in the clean-up. “What does this part of the report tell us? How is it different from the opinions given earlier?”
•	Clarify any vocabulary. “Were there any tricky words in this part of the text?”
•	Direct the students to the question “What next?” and the final paragraph. “What is the purpose of this part of the report?” “How will the students ensure that there’ll be no more dead cars?”
•	Revisit the purpose for reading the text. “What have we found out about reports?” Record the students’ responses on the chart used in the introduction to the text.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
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Interpersonal Listening Interpersonal Speaking Poetic Writing <ul style="list-style-type: none"> • thinking critically • processing information. 	<ul style="list-style-type: none"> • converse, listen to others, and interact in a group to gather information; • record a sequence of events in the form of speech bubbles. 	<ul style="list-style-type: none"> • in pairs, discuss and list the steps that the students went through to help solve the problem of “dead cars”; • photocopy the article, cut out the photographs, and paste them onto a large sheet; • in the form of speech bubbles, record what the students in the photographs are doing.
Viewing Interpersonal Speaking Interpersonal Listening Transactional Writing <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • use map-reading skills; • use appropriate technology to retrieve information; • use a list to record information; • use appropriate technology (for example, telephone, fax, or email) to arrange a meeting. 	<ul style="list-style-type: none"> • as a group, use a map of the school or local district to identify any areas that may need cleaning up and then investigate those areas; • list any agencies, local body personnel, or other people who could help in a clean-up; • arrange a meeting with people in the school and/or community to discuss the matter further.
Interpersonal Speaking Interpersonal Listening <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • devise open and closed questions that will elicit detailed information; • ask questions and record and share the information gathered. 	<ul style="list-style-type: none"> • in pairs, generate questions to interview parents/caregivers about a local environmental issue; • conduct an interview and share the results with the class.

Links with Other *School Journal* Titles

“A Load of Rubbish” 1.1.96; “Battle of the Monster Trucks” 1.2.97; “Blue Fish on the Footpath” 2.2.92; “Testing the North River” 2.3.96; “Can It Be a Gannet?” 2.3.98

Journal Search Categories

Conservation

Demolition

Pollution

Rubbish Recycling

Cross-curricular Link

Science: Making Sense of Planet Earth and Beyond

Associated Websites

Environmental Education: Education for a Sustainable Future

www.tki.org.nz/r/environ_ed/sustainable_future/education_e.php

Environmental Education and The Arts in the New Zealand Curriculum

www.tki.org.nz/r/environ_ed/guidelines/curr_state/art_strand_e.php

Zero Waste New Zealand Trust

www.zerowaste.co.nz/index.sm

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Echoes

by Roger Telenius

From School Journal, Part 2, Number 2, 2004

Overview

This sound poem uses rhythm, an irregular rhyming pattern, and repetition to give the effect of sounds echoing in an old school hall.

Features to Consider in Context

•	The irregular rhyme scheme, with half-rhymes such as “feet/repeats” and “game/wane”
•	The repetition of verbs like “clap”, “shakes”, and “rattle” to suggest echoing sound
•	The contrasting effects of short and long sentences, especially the cumulative effect of the long compound sentence in the middle section, contrasting with the following shorter sentence as the echoes die away.

Focus for Discussion

•	Use a shared reading approach to read the poem aloud for enjoyment.
•	Ask the students to reread the poem in pairs and discuss what makes the poem effective.
•	Clarify any concepts that the students find challenging, for example, “the echoes wane”.
•	Discuss with the students places where they have heard echoes. “What causes echoes?”
•	Discuss with the students appropriate sounds that could be performed with the poem. “How could we produce these sounds?”

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts • exploring language	• read aloud effectively using rhythm and percussion, including body percussion.	• in small groups or as a whole class, practise reading the poem aloud with the accompanying sounds; • present the poem to another class or group.

Links with Other *School Journal* Titles

“King of Cats” 1.3.88; “Making a Sound” 1.2.91; “Zebra Crossing” 1.1.99; “Sounds” 2.4.88; “School Sounds” 2.2.89

Journal Search Category

Sound

Associated Websites

Grade Three Science: Sound

www.sasked.gov.sk.ca/docs/elemsci/gr3uiesc.html

Echoes and Sound: Listening for Sound as It Travels Project

www.light-science.com/echosound.html

Echoes: What Animals Can Teach Scientists

www.nationalgeographic.com/education/lesson_plans/ballardk2.html

Echoes in the Night

www.pbs.org/safarchive/4_class/44_guides/guide_801/4481_echoes.html

Speaking of Standards

www.aeideas.com/articles/improvising

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First Hunt

by Amanda Jackson

From School Journal, Part 2, Number 2, 2004

Overview

This short story describes the anticipation and excitement of a first hunting trip. The antics of the new puppy add to the excitement but not to the success of the trip.

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 hunting trips
•	The students' prior knowledge and experience of narrative texts
•	The illustrations that accompany the text
•	Words and concepts that some students may find challenging: "snares", "four-wheel drive", "roost", "fierce squeal", "charge", "crooked snout", "beauty", "hāngi", "belly", "circle".

Features to Consider in Context

•	The structure of the text as a realistic narrative
•	The use of the present tense and the first person ("I", "we") to bring a sense of immediacy to the events and help to create the mood
•	The development of character through dialogue that follows natural speech patterns
•	The use of personal pronouns to indicate the characters being referred to
•	The element of humour.

Introducing Students to the Text

•	Ask the students to share their experiences of doing something for the first time with a group of people. You may like to model an experience you have had or use examples like hunting, skiing, or getting kina.
•	Introduce the title and show the students the illustration on page 22 and 23. Ask them: "What kind of text will you expect?" "Will the text tell a story or give information?" Ask the students to justify their predictions.
•	Have the students brainstorm what they know about narratives (stories). You may like to chart their responses.
•	Share the purpose for reading the text. "We're going to read this story to see how the author develops the main character."
•	Ask the students to read silently to "Dad opens the big forest gate with a key" to identify who the main character is.

During the Reading

•	Use the illustrations and the text to clarify the identity of the main character.
•	"How does the author introduce this character?" (She uses dialogue in the first line of the story.)
•	"Who is telling the story?" "How do you know?" "Why has the author used the first person?" If necessary, explain that the story is written in the first person.

•	You may wish to record these points on a chart, for example:
	The author:
•	uses dialogue to introduce the main character
•	lets the main character tell the story, using the first person.
•	“Do you know what this character thinks, or does the character just tell what’s happening?” “How do you think the character feels?” Ask the students to find parts in the text that support their opinions.
•	Ask the students to read silently to “‘Must have got a fright and taken off’ says Uncle Riwai” to see if the author includes the character’s thoughts or feelings.
•	Discuss any textual evidence related to the character’s thoughts or feelings. Ask the students to view the illustration on page 25. “How does the illustration help us to know what the character might be feeling?” “Why do you think that?”
•	Clarify any vocabulary causing difficulty.
•	Ask the students to predict what has happened to the pup and read to the end of the story to check their prediction.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Compare the students’ predictions with what happens in the text. “How does the last line of the story tell what happened?”
•	Ask the students why the events in the story sound as though they’re happening right now. Provide examples from the text, for example, “We look around.” Ask the students why the author has used the present tense. “Is this effective?”
•	“Who does the title refer to?”
•	Revisit the purpose for reading the text and review the students’ findings recorded on the chart.
•	Ask the students, in pairs, to choose an illustration that includes the main character and to describe the character’s actions and feelings using the illustration only.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Viewing and Presenting • exploring language • thinking critically	• use illustrations to interpret and communicate a character’s point of view; • use the present tense.	• in pairs, write speech bubbles for the illustrations, using the present tense and the characters’ points of view.
Poetic Writing Presenting • exploring language • thinking critically	• change the form of the story to a play; • convey characterisation through effective use of voice.	• rewrite the text as a play and record their play on tape, using a variety of voices to match the characters.

Links with Other *School Journal* Titles

“Roast Pork and Apple Sauce” 3.3.88; “A Porker for Okiwi” 4.1.95; *Pig Hunt* (SJSL)

Journal Search Categories

Hunting

Pigs

Associated Websites

Hunting and Fishing in New Zealand

www.doc.govt.nz/Explore/Hunting-and-Fishing/index.asp

Fish and Game New Zealand

www.fishandgame.org.nz/SITE_Default/Default.asp

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Flood

by Sonny Mulheron

From School Journal, Part 2, Number 2, 2004

Overview

This article's sequential account of the Paekakariki flood emergency is based on the experiences of Ama and her mother, who have to evacuate their home at the height of the flooding. Additional safety information is provided at the end of the article.

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 heavy rain that causes flooding
•	The students' experiences and knowledge of a state of civil emergency
•	The illustrations that convey the feelings of the characters
•	The use of incomplete sentences ("And Ama's favourite cuddly blanket?")
•	Words and concepts that some students may find challenging: "couch", "waist", "rivering in", "grasp", "bucketing down", "State Highway", "coast road", "huddled", "water pressure", "tonnes", "rubble", "a hundred millimetres", "state of civil emergency", "declared", "residents", "dinghy", "filthy", "council", "water blasters", "refuge", "sturdy shoes".

Features to Consider in Context

•	The structure of the text as a recount that includes:
	• events recorded in sequence
	• the past tense
	• dialogue interspersed throughout
•	The use of active verbs and verb phrases for impact, for example, "rivering in", "bucketing down", "huddled together", "ripped out"
•	At the end of the article, the instructions on what to do in a flood.

Introducing Students to the Text

•	Ask the students to share any memories they have of times when it rained heavily enough to cause flooding. Alternatively, you might ask them what they have seen on news reports about flooded areas.
•	Introduce the title. Explain that the text tells the story of Ama and her mother, who had to leave their home at the height of a flood at Paekakariki near Wellington. If necessary, locate Wellington on the map.
•	Ask the students what they would do if they had to leave home during a flood in the middle of the night. Chart their ideas.

In a flood

What we would do in a flood:

What Ama and Mum did:

<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • •
<p>We could also:</p> <ul style="list-style-type: none"> • • • 	
•	Distribute the Journals and allow time for the students to view and discuss the illustrations on pages 10 and 11.
•	Share the purpose for reading. “We’ll read the story and compare your ideas on the chart with what Ama and her mum did. We’ll also look for the ways the writer lets us know what it feels like to be in a flood.”
•	Ask the students to read silently to “And that’s what he did” to compare their ideas with what Ama and her mum did.

During the Reading

•	Discuss and chart the actions of Ama and her mother.
•	“What active verbs or verb phrases tell you that the rain is heavy?”
•	“How would you feel if you were Ama? Why? How do we know what Ama is feeling? How do the illustrations help you to know this?”
•	Ask the students to read silently to “could not get home last night” to find out what Ama and her mum do to keep safe.
•	Discuss and chart the actions taken by Ama and her mum.
•	“What might Ama’s dad be thinking?”
•	Ask the students if anything puzzles them and clarify any vocabulary or concepts causing difficulty.
•	Ask the students to read to the end of the article and try to imagine how they would feel if all their possessions were destroyed. “What would you miss the most?”
•	Use a shared reading approach to read the instructions on page 15 and compare these with the students’ ideas and the actions of Ama and her mother. Chart any further ideas.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Revisit the chart and compare the students’ ideas about how they would act with what happened in the story. Discuss any differences.
•	Discuss how Ama’s feelings have been conveyed to the reader (for example, through choice of words, direct speech, actions, or illustrations).
•	In pairs, the students could discuss how they would feel following a similar experience to Ama’s.
•	“What could people do to help Ama’s family?”
•	Ask the students if their family has a survival plan. Discuss how a survival plan can be made. Suggest to the students that they draw a map of their house and section to take home and discuss an escape route with their family.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Presenting • processing information	• use visual features of a map to communicate information.	• draw a map of their house and section that identifies an escape route for their family and a specified meeting place.
Close Reading Presenting • thinking critically • processing information	• read and compare written information; • use visual and verbal features to present information.	• as a group, compare the instructions at the end of the article with the civil defence information in the telephone directory and discuss the similarities and differences; • present the information on a Venn diagram.

Links with Other *School Journal* Titles

“A Bit of a Blow” 2.1.91; “Cave House” 2.3.97; “Friday of No Mercy” 3.1.86 (tape available, side 2, item 88145); “The Abbotsford Landslip” 3.1.96; “The Fire on the 22nd of June” *Favourite Icecream* (JYPW 1990)

Journal Search Categories

Children as Authors

Disasters

Interaction

Cross-curricular Link

Social Studies: Place and Environment

Associated Websites

Civil Defence: Unit Plan [English Online]

http://english.unitecology.ac.nz/resources/units/civil_defence/home.html

TKI Hot Topic: New Zealand Disasters

www.tki.org.nz/r/hot_topics/disasters_e.php

The Ministry of Civil Defence and Emergency Management

www.mcdem.govt.nz/memwebsite.nsf

New Zealand Disasters – Christchurch City Libraries

<http://library.christchurch.org.nz/Childrens/NZDisasters/index.asp>

The Little Red Riding Hood Rap

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Overview

This modern take on a traditional tale is given a twist when a karate-kicking Red Riding Hood shows her abilities in self-defence.

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 of the traditional tale of Red Riding Hood
•	The students' familiarity with the features of a rap
•	The use of rhyme
•	The students' experience in using rhythm, fluency, and pace when reading a rap aloud and portraying a character.

Features to Consider in Context

•	The conventions and layout of a play combined with those of a rap, including:
•	a list of characters in upper case letters
•	dialogue for each character
•	rhyming couplets and rhythm
•	The use of modern concepts and language within the context of a traditional tale, for example, "yeah", "Get lost", "louse", "really wild", "chick", "karate-ed", "you rat", "cellphone", "plucky kid", "self-defence", "your biz"
•	The use of humour, such as in the moral for the tale.

Introducing Students to the Text

•	Share the title with the students. Clarify what a rap is and compare it with a play, emphasising the similarities and differences.
•	Ask the students for five key events that they remember in the traditional tale of Little Red Riding Hood. Use a think, pair, and share technique for this discussion and then list the events on a whiteboard.
•	Have the students discuss and compare the way the tale ended in the different versions they have read.
•	Read the list of characters aloud, noting that there is no woodcutter. Ask the students to predict an ending for the rap. Share the purpose for the reading. "We'll be reading to find out how this rap is different from other versions of the tale that you've read and to check your predictions about the way it ends."

During the Reading

•	Have the students read silently to "Ha! I'm a louse!"
•	Ask the students to use their voices to explore the rhythm and portray different characters. In pairs, have the students swap or share roles to try different voice expressions appropriate to the different characters.

•	Ask the students to read silently to “WOLF. Stop talking, kid – you’re getting smart.”
•	In pairs, have the students read aloud the dialogue on page 30 between WOLF and RED, concentrating on rhythm, pace, and fluency.
•	Ask the students to read the rest of the play silently to check their predictions about the ending.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Discuss the following questions with the students:
•	“Did the rap end in the way you predicted it would?”
•	“How is the ending different from the one in the traditional tale?” “Is it effective?” “What else is different about this version from other versions you’ve read?”
•	“What do you like most about the rap?”
•	“Is it easy to read? Why?”
•	“Why do you think the writer uses humour?” “How effective is this?”
•	“What does it mean if a story has a ‘moral’?” “What other stories have morals?”
•	Ask the students to think about what they would have to do to make the rap a success if they were producing it. Encourage them to focus on the rhythm and in using voice or body percussion for beat.
•	Ask the students to read the rap aloud again as a group to practise reading with rhythm, pace, and fluency.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Interpersonal Listening Interpersonal Speaking • thinking critically	• respond to ideas in different texts; • express and justify their opinions.	• as a group, compare the wolf in the rap with the wolf in “The Three Little Pigs”; • decide which wolf is cleverer, explaining why.
Poetic Writing • thinking critically	• innovate on a text, using a rhyming verse form	• as a group or in pairs, make up a rhyming couplet to begin a rap version of another familiar tale (“There once was a girl they called Snow White, who went for a walk in the woods one night ...”)

Links with Other *School Journal* Titles

“Little Red Riding Hood” 1.1.89; “The Babysitter’s Goldilocks” 1.5.93; “The Three Wise Pigs” 1.4.98; “Wolf in Trouble” 2.4.95; “Dear Red Riding Hood” *Junior Journal* 29

Journal Search Category

Traditional Stories

Associated Websites

Fairy Tales: Unit Plan [English Online]

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

Cinderella: Unit Plan [English Online]

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

Guilty/Not Guilty: Unit Plan [English Online]

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

Tales of the Grimm Brothers

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

Grimm Brothers

www.nationalgeographic.com/grimm/

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