

A Knight of Pain

by David Hill

From School Journal, Part 2, Number 3, 2004

Overview

This wacky story will keep you guessing right till the end, when the students may well be able to identify with the events. Only one person has learned his lines for the class play, and the other characters and the backstage crew have a lot of work to do.

Readability

Noun frequency level: 9–10 years

Supports and Challenges

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

•	The students' experiences of reading fantasy
•	The students' experiences of rehearsing a play to present to an audience
•	Words and concepts that some students may find challenging: "knight", "armour", "visor", "strode", "sighed", "armoured fist", "figure", "paused", "wandered", "searched", "fiery", "summit", "ghostly wind".

Features to Consider in Context

•	The ambiguity of the title caused by the play on words
•	The subtle humour
•	The twist at the end that gives an element of surprise
•	The use of vivid language, especially the active verbs, for example, "stared", "whacked", "strode", "clanked", "paused", and "thundered"
•	The use of simple sentences for impact
•	The use of capital letters, italics, and dashes.

Purposes

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

•	Exploring the author's style and purpose
•	Making inferences
•	Identifying vivid language, especially active verbs.

Introducing Students to the Text

•	Read the first paragraph aloud to the students and ask them to discuss the pictures they created in their minds while you read. "What sort of story could this be?" "Where might it be set?" "What other characters could there be?" "What possible problems might the knight face?" "How do knights usually solve their problems in stories?"
•	Introduce the title and reread the first paragraph. Ask the students what they think the title means.
•	Share the purpose for reading: "We'll read the text to see what kind of story this is and why the author wrote it. We'll also explore what the writer has done to give impact to his writing."
•	Ask the students to read to "Then, one day, a huge dragon attacked the sheep" to find the parts of the text that use vivid language. Have them mark any examples with a paper clip.

During the Reading

•	Discuss the students' examples of vivid language. These might include the use of active verbs like "strode", "drifted", "creaked", and "clanked", the use of simple, complex, and compound sentences, and the use of dialogue.
•	Discuss the students' ideas about what kind of story this is going to be.
•	Read aloud to the students up to "The castle's towers looked a bit crumpled and crooked." Ask them to think about what they imagined as you read ("I saw ...", "I heard ..."). Discuss the pictures and sounds the students imagined as you read the story to them.
•	Ask the students whether anything in this story puzzles them. "Why do you think that is?" "What does the author want you to think?"
•	Ask the students to read to "'Sorry,' said a voice. 'I messed up the ropes.'" "What is happening now in this story?" "What part of the text makes you think that?"
•	"Taking account of what you know now, what kind of story do you think this is? How have your ideas changed?"
•	Ask the students to read to the end of the story and think about why the author has written it.
•	Allocate sections of the text for the students to reread in pairs. Ask them to mark the place with a paper clip each time they find a clue that the story is about a play rehearsal. As a group, discuss the clues they have found. Did they notice these clues the first time they read the text?

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Ask the students to share their responses to the story. "What was the author's purpose in writing this story?"
•	"What other stories or plays have you read by the same author?" "How were they similar? How were they different?"
•	Ask the students to read the title again. "What do you think it means now?"

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 <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Personal Reading Interpersonal Speaking Interpersonal Listening • thinking critically	<ul style="list-style-type: none"> • identify the author's purpose; • compare the characteristics of one story with another. 	<ul style="list-style-type: none"> • read other stories that rely for their humour on word play (for example, "What's the Matter?" [2.3.02]; "Time for a Spell" [2.4.02]; and the other texts listed below) • in pairs, discuss any similarities and differences between these stories and "A Knight of Pain".

Links with Other *School Journal* Titles

"That Reminds Me" 1.5.95; "Tough Talk" 2.4.94; "Need a Hand?" 2.3.95; "David Hill – Writer" 3.1.98

Journal Search Categories

Fantasy

Humorous Plays

Humorous Stories

Associated Websites

Unwrapping the Arts – Drama

www.tki.org.nz/e/community/arts/drama/drama_home.php

School Productions – TKI Hot Topic

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

Resource Centre – Drama (English Online)

http://english.unitecology.ac.nz/resources/links/resource_query.html?type=Drama

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“Annyong!” Means “Hi!”

article and photographs by Sue Gibbison

From School Journal, Part 2, Number 3, 2004

Overview

Six South Korean children begin school in New Zealand. Some of their new experiences are very different from their lives in South Korea. They have positive attitudes and are enjoying the challenges of settling into a new country.

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' general knowledge about Korea
•	The students' knowledge and experience of migrants, refugees, and cultural difference
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: “forty million people”, “four storeys high”, “a real Kiwi kid”, “bazaar”, “sushi”, “traditional Korean game”, “flute”.

Features to Consider in Context

•	The structure of the text as a report
•	The use of mainly present tense
•	The use of dialogue and the conventions of direct speech
•	The comparisons made throughout the text between the children's lives in South Korea and life in New Zealand
•	The use of analogies (the explanation of new concepts by comparing them with more familiar ones), for example, “a traditional Korean game called je-gi. It's a bit like hackysack”
•	The use of contractions to heighten the conversational tone.

Purposes

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

•	Focusing on comparison
•	Investigating the author's style
•	Exploring the use of dialogue and the conventions of direct speech within a report
•	Distinguishing between fact and opinion
•	Comparing the form of the report to that of an interview.

Introducing Students to the Text

•	Ask the students whether they have experienced moving to a new school. Think, pair, and share their experiences.
•	“Imagine that the new school is in another country, such as China or Korea. What things could be strange or new?”
•	Introduce the title and explain that “Annyong” is a Korean greeting. Locate South Korea and Seoul on a map.

- Tell the students that the article is a report about six South Korean children who come to live in New Zealand and who compare their school life here with what it was like in South Korea.
- Share the purpose for reading, for example, “We will be looking at the way the author presents the comparisons and looking for differences between a report and an interview.”

During the Reading

- Use a shared reading approach to read to “a lift to get them to class”.
- Discuss with the students the concepts of “forty million people”, “forty students in each class”, and “four storeys high”. Use the students’ prior knowledge to help them make comparisons with their own situation.
- Ask the students to read silently to “but we still haven’t got used to the sandflies” and think about the way this writer presents the comparisons (for example, use of dialogue, natural language patterns, and humour).
- Ask the students to read silently to the end of the article to find evidence of further comparisons.

After the Reading: Responding to the Text

Possible focus areas for discussion

- Discuss with the students, referring to the text, some of the comparisons made between the children’s lives in South Korea and life in New Zealand.
- “How does the author present the information about what happened in the children’s South Korean school?” Discuss with the students the use of dialogue and the conversational tone throughout the text. You may want to focus on the use of contractions to convey natural language patterns.
- “How do the South Korean children feel about being in New Zealand and going to school here?” Ask the students to read to find parts of the text that support their views and to share these with a partner.
- Draw the students’ attention to the two questions and answers about food. Suggest that this style of writing could have been used with the rest of the article. “What do we call this type of text that is based around questions and answers?”
- Discuss with the students the types of questions that elicit in-depth information (open questions) and questions that elicit limited information (closed questions).
- Ask the students, in pairs, to skim-read the opening paragraphs about Seoul and think of a question that would elicit in-depth information.
- Allocate parts of the text to pairs of students and ask them to change the text to an interview form.

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>
Interpersonal Speaking Interpersonal Listening <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • ask and record open questions to elicit information; • answer questions in role, using knowledge gained from reading. 	<ul style="list-style-type: none"> • in pairs, generate open questions that could be used to interview the Korean children; • conduct an interview using a hot-seating technique, asking and responding to questions in role.

<p>Poetic Writing</p> <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • present information in a personal style. 	<ul style="list-style-type: none"> • write a postcard to a friend in South Korea telling them about aspects of school in New Zealand that are different from those in Korea.
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Links with Other *School Journal* Titles

“The Dollar and the Candle” *The Wockagilla* (JYPW 1999)

Cross-curricular Link

Social Studies: Culture and Heritage

Associated Websites

TKI – Destination South Korea – Unit Plan (Social Studies Online)

www.tki.org.nz/r/socialscience/curriculum/SSOL/korea/index_e.php

wicked – Themes – Race around Asia

www.tki.org.nz/r/wick_ed/themes/asia.php

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I Knew You Could Do It

by Lyn Taane

From School Journal, Part 2, Number 3, 2004

Overview

This narrative tells the story of an important day for Ngahere's family. The whānau have gathered for the unveiling of her uncle's headstone at the urupā. Ngahere plays an important part in the ceremony and, although she is sad, she feels a sense of pride and achievement when her part in the ceremony is completed. You may wish to revisit the text in a second session to follow up on discussion points.

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' prior knowledge of funerals, cemeteries, and Māori language and customs
•	The glossary at the end of the story
•	The Māori vocabulary not included in the glossary, for example, "Pō mārie, moko" ("Sleep well")
•	The dialogic structure of the text
•	Words and concepts that some students may find challenging: "flash gears", "curtains", "unveiling", "headstone", "practised", "minister", "breath", "guitar", "flicked themselves with water", "flickering".

Features to Consider in Context

•	The structure of the text as a narrative that includes settings, characters, a series of events, dialogue between characters, a problem, and a resolution
•	The use of dialogue that includes natural speech and the conventions of direct speech
•	The inclusion of Māori cultural practices within the context of the story, for example: <ul style="list-style-type: none">• the cultural significance of an unveiling ceremony, not simply as the uncovering of a headstone one year after the funeral but also as a laying to rest of the spirit• cultural practices associated with the ceremony of unveiling, for example, flicking with water as a symbol of cleansing; the family of the deceased's status as "whānau pani" and their not eating or preparing food until after the ceremony
•	The mixture of English and Māori vocabulary
•	The feelings of the characters.

Purposes

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

•	Understanding how a character copes with loss and meets a personal challenge
•	Interpreting a character's feelings
•	Exploring the structure of narrative and dialogic texts
•	Making inferences
•	Understanding aspects of tikanga Māori.

Introducing Students to the Text

•	Ask the students if they have ever had to do something that was difficult. Ask them to think, pair, and share their experiences, saying why the task was difficult and how they felt when it was achieved.
•	Introduce the title and tell the students that this story is about Ngahere, who has to do something difficult at a family gathering.
•	Explain that there is quite a lot of Māori vocabulary in this story and tell the students that the glossary on page 9 is put there to help them with the meanings of these words.
•	Share the purpose for reading: “We’ll read the text to focus on how it conveys the feelings of the characters and particularly to see how Ngahere meets a personal challenge.”
•	Allow time for the students to look at the illustration on page 3 and briefly discuss whether it gives any clues about what the characters are feeling.
•	Ask the students to read silently to “‘It’s a lovely day for your uncle’s unveiling,’ Nanny said” and think about ways in which the text shows how these two characters feel and relate to each other.

During the Reading

•	Discuss any evidence the students have found in the text that tells about the feelings of the characters.
•	Ask the students what they think is meant by “uncle’s unveiling”. Allow time for them to discuss their understandings. Also clarify the meaning, introducing some vocabulary (for example, “urupā” and “headstone”). (See the notes about the unveiling ceremony under Features to Consider in Context.)
•	Introduce some of the customs related to an unveiling (for example, not eating or preparing food before the ceremony).
•	Ask the students to predict what important thing Ngahere might need to do for her family at the ceremony.
•	Tell the students to read silently to “Ngahere missed him, too” to check their predictions.
•	Check the students’ predictions against the text. Clarify what Ngahere has to do at the ceremony.
•	“How do you think Ngahere feels about her important job?” “How does the author let you know?”
•	Clarify any vocabulary or concepts causing difficulty (for example, “whānau pani”).
•	Ask the students to read silently to “‘I knew you could do it,’ Nanny whispered, and she gave Ngahere a big hug and a kiss” to find out how Ngahere manages her important task.
•	“How does Ngahere feel when she reads the words?” Ask the students to find the part in the text that supports their views. “How do you think Ngahere feels when she’s finished reading?”
•	Ask the students to look at the illustration on page 5. “How does the illustration help to show what the characters are feeling?”
•	Use a shared reading approach and read to “Everyone went to the tap ... ride home.” You may want to discuss with the students the symbolic practice of people flicking themselves with water.
•	“How do the whānau feel after the unveiling?” “What is helping them to feel better?” “What do you think happens next?”
•	Ask the students to read to the end of the story and think about the feelings that Nanny and Ngahere have at the end of the day.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Discuss how Nanny and Ngahere are feeling and ask the students to find parts in the text that support their views.
•	Revisit the text to discuss why it was difficult for Ngahere to read the words on the headstone. Ask the students what helped Ngahere to manage the challenge. “What supported her? Find parts in the text that make you think that.”

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>
Viewing Poetic Writing • thinking critically	• make inferences by interpreting illustrations	• photocopy the illustrations from the story. Place them in sequence, and select dialogue from the text to place in speech bubbles to retell parts of the story.
Close Reading Presenting • processing information • thinking critically	• read to locate specific information; • make inferences and present the information graphically.	• in pairs, use the text to construct a “feelings timeline” showing how Ngahere felt at different times in the story. (See the example below.)
Feelings Timeline:		
excited Before the unveiling apprehensive	determined During the unveiling nervous, sad	After the unveiling

Links with Other *School Journal* Titles

“Grandad’s Shed” 1.5.95; “The Jump” 1.5.98; “Grandma’s Garden” 1.2.03; “Matthew’s Nana Jones” 2.2.95; “Tangi” *The Wockagilla* (JYPW 1999)

Journal Search Categories

Building Self-esteem

Challenges

Death

Family Life

Funerals

Cross-curricular Links

Health and Physical Education: Mental Health

Social Studies: Culture and Heritage

Looking for Earthlings

by Philippa Werry

From School Journal, Part 2, Number 3, 2004

Overview

This is a humorous play about aliens who become confused when trying to gather and record data about earthlings.

Readability

Noun frequency level: 9.5–10.5 years

Suggested 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 reading and performing plays
•	The students' concepts about life forms from other galaxies
•	The illustrations that reinforce the humour of the text
•	Words and concepts that some students may find challenging: "touchdown", "according", "mini time converter", "disguises", "database transmission", "details", "coughing importantly", "investigate", "creature".

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 humour
•	The technical language
•	The personification of inanimate objects
•	The use of the dash to create surprise, for example, "This is a big moment in our history – our first contact with Planet Earth."

Purposes

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

•	Understanding that a play's humour can be conveyed through a combination of stage action and dialogue
•	Practising reading aloud with pace, expression, and fluency
•	Reading or performing a play to an audience.

Introducing Students to the Text

•	Introduce the title of the play and ask the students to predict what the play will be about. "What kind of vocabulary would you expect to see and read?" Chart the students' responses.
•	Tell the students that this is a humorous play about aliens visiting earth to gather data and that this is a common theme in space stories.
•	Check that the students can distinguish between the dialogue and the stage directions.
•	Share the purpose for reading the play. Ask the students to read the play to find out whether the humour is created through the dialogue or the stage directions (action) or both.

- Ask the students to read silently to “ALIEN 2 (*checking dictionary*). It’s called Put your Litter Here” to find a part which they think is funny and be ready to support their choice with reasons.

During the Reading

- Ask the students to share their choice of humorous excerpts in pairs, telling each other why it was funny.
- Ask the students whether it was the action or the dialogue that created the humour.
- Ask the students to read to the end of the text to find out how the situation is resolved.

After the Reading: Responding to the Text

Possible focus areas for discussion

- Discuss the play’s ending. “Is it what you expected?” “What makes this play work?”
- “If you were in the audience, what would make you laugh?”
- “How would this play be best presented? Why?”

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>
Using Texts Presenting • thinking critically • processing information	<ul style="list-style-type: none"> • show awareness of the importance of using verbal and visual features to communicate ideas; • read aloud with pace, fluency, and expression. 	<ul style="list-style-type: none"> • as a group, practise reading the play, paying attention to the stage directions; • perform the play to a group of younger children.
Interpersonal Speaking Interpersonal Listening Using Texts • thinking critically	<ul style="list-style-type: none"> • offer and respond to constructive feedback (to feed forward). 	<ul style="list-style-type: none"> • discuss the presentation of the play and request feedback from the audience; • consider ways in which the performance could be improved.

Links with Other *School Journal* Titles

“Peanut Butter Sandwiches” 1.1.98; “Space Junk” 2.2.91

Journal Search Categories

Humorous Plays

Space Travel

Spongy Skeletons

article and photographs by Jill MacGregor

From School Journal, Part 2, Number 3, 2004

Overview

The article explains how marine biologists at NIWA are working with sponges in the hope of farming them. It describes sponges and gives information about how they are grown, collected, and cleaned and why they are useful.

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 natural and artificial sponges
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: "spongy", "sponge", "marine biologists", "NIWA", "laboratory", "filtering", "particles", "puff-ball", "experimenting", "Micronesia", "sponge lantern", "Marlborough Sounds", "bleach", "absorbent", "sterilised", "substances", "impact".

Features to Consider in Context

•	The structure of the text as an explanation with some elements of a recount. The text includes:
•	a definition
•	a description
•	a sequenced explanation that includes how and why sponges are grown, some causes and effects, and some uses for sponges
•	The mixture of past and present tense
•	The use of some passive verbs, for example, "are put"
•	The use of subject-specific vocabulary
•	The use of a number to indicate a footnote.

Purposes

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

•	Developing knowledge and understanding of sea sponges
•	Reading for information
•	Identifying the purpose of a text
•	Identifying the structure and language features of an explanation
•	Summarising information.

Introducing Students to the Text

•	Tell the students that they are going to read a text called "Spongy Skeletons". Ask them whether they think it will be fiction or non-fiction. Ask what they think it could be about if it is fiction. "What if it's non-fiction?" Allow time for the students to explore their ideas in pairs.
•	Explain that the text is a non-fiction article about sponges. Explore the concepts of "spongy" and "sponges" and ensure that the students understand the concept of non-fiction.

•	Share the purpose for reading the text, for example, “We’ll read the text to find information about sponges and practise the skill of summarising information by telling a partner what we have read.”
•	Discuss with the students the success criteria for an oral summary (for example, tell the main facts and use your own words).
•	Explain that the information can be recorded on a KWL chart (What We Know , What We Want to Know, and What We Have Learned).
•	Ask the students what they already know about sponges and chart their responses under the heading “What We Know”.
•	Use a shared reading approach to read the first two paragraphs up to “visit her laboratory”. Clarify the meaning of any vocabulary causing difficulty and direct the students’ attention to the use of a number to signal an explanatory footnote.
•	Ask the students what they want to find out about sponges. Allow time for them to generate questions and record these under “What We Want to Know” on the chart.
•	Ask the students to read to “Robbie thought it looked like a giant puff-ball.”

During the Reading

•	“What information have you found about sponges?” “Has anyone had their question answered yet?” Chart the students’ responses.		
	What We Know	What We Want to Know	What We Have Learned
	• • •	• • •	• • •
•	Explain that you will now summarise the paragraph beginning “She explained ...” to show how to give an oral summary.		
•	Refer to the success criteria established earlier and ask the students to give you feedback on your summary, related to the success criteria.		
•	Ask the students to reread the next paragraph (beginning “When Robbie and Rachel ...”). Have the students summarise the paragraph in pairs and provide feedback to each other. Stress the importance of just identifying the main fact.		
•	Ask the students to read to the end of the article to find further information about sponges.		

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Allocate sections of the text and ask the students, in pairs, to look for information about why sponges are grown, how they are grown and harvested, how they are cleaned, why they are useful, and how they are used.
•	Revisit the purpose for reading the text. Ask each pair of students to summarise the information contained in their paragraphs using the success criteria and to record the summary on a yellow sticky for placing on the What We Have Learned section of the chart.
•	Refer to the students’ questions and ask them to provide evidence from the text that answers their questions.
•	Discuss and clarify any vocabulary causing difficulty.
•	Ask the students to think about why the author wrote this text. “What is its purpose?”
•	In a second session, you could ask the students to group the information they recorded on yellow stickies under appropriate headings (for example, “ Why are sponges grown?” “ How are they grown?”) and to think again about the purpose of this text.

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>
Listening to Texts Using Texts <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • summarise information orally; • provide feedback using specific criteria. 	<ul style="list-style-type: none"> • in pairs, use the headings and information on the chart and in the text to practise making oral summaries and providing feedback.
Close Reading Transactional Writing <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • read for information; • prepare questions to elicit further information. 	<ul style="list-style-type: none"> • use information learned from the article and further research to investigate the characteristics of sponges (for example, how sponges hold water and how they feed). Prepare a set of questions and answers to present as a quiz for members of the group.

Links with Other *School Journal* Titles

“What Does a Starfish Have for Lunch?” 1.2.99

Journal Search Categories

Animals

Invertebrates

Natural Science

Cross-curricular Links

Science: Making Sense of the Living World

Social Studies: Resources and Economic Activities

Associated Websites

Skeletons Reveal New Zealand’s Rich Sponge Biodiversity – NIWA

www.niwa.co.nz/ncabb/abb/2003-06/skeletons (<http://www.niwa.co.nz/ncabb/abb/2003-06/skeletons>)

Destination Deep – Unit Plan (English Online)

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

Taha Moana – The Sea (English Online)

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

The Captive

by Alice Robertson

From School Journal, Part 2, Number 3, 2004

Overview

This short poem, written in rhyming quatrains, tells the story of how a fantail is set free after flying inside through a window and becoming tangled in the narrator's hair.

Teachers need to be aware that many Māori regard a fantail flying inside as an omen of bad luck and that people from some iwi would be very uncomfortable with the idea of claws tangling in their hair.

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 close contact with birds
•	The descriptive vocabulary, especially the active verbs – “scrambled and scabbled”, “trembled and beat”, “wound”, “snipped”, “trailing”
•	The rhyming pattern (ABCB), rhyming words, alliteration, and structure of the stanzas
•	The use of a capital letter for the beginning of each sentence but not the beginning of each line
•	The cultural significance of fantails flying inside.

Purposes

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

•	Identifying the rhyming pattern and structure of a poem
•	Identifying sensory images and descriptive vocabulary in a poem
•	Encouraging students to use similarly descriptive language in their own writing.

Focus for Discussion

•	Introduce the title of the poem and ask the students what it might be about.
•	Explain to the students that while you read the poem to them, you want them to build pictures in their minds using the following starters: “I see ...”, “I hear ...”, and “I feel ...”.
•	Read the poem aloud and ask the students, in pairs, to share what they saw, heard, and felt.
•	Clarify the meaning of the title.
•	Distribute the Journals and ask the students to compare their own “pictures” with the illustration.

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>
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Personal Reading Interpersonal Speaking Interpersonal Listening <ul style="list-style-type: none"> • exploring language • thinking critically 	<ul style="list-style-type: none"> • identify and describe a rhyming pattern and explore the reasons for choosing a particular poetic form. 	<ul style="list-style-type: none"> • read a selection of poems and, in pairs, identify the stanza pattern and whether they are rhymed or unrhymed (for example, couplets, quatrains, or free verse); • in pairs, discuss a poem of their choice, identify the rhyming pattern (if any), and talk about why they think it is an effective poem.
Close Reading Transactional Writing Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • locate, retrieve, and summarise information • apply understandings about poetic form to the writing of their own poems. 	<ul style="list-style-type: none"> • use the library and Internet to locate and retrieve information about fantails; • write a poem of their own, using this information and their own observation.

Links with Other *School Journal* Titles

“The Fantail Requests” 2.1.93; “Big Birds and Small” 2.2.94; “The Sparrow” 1.3.01

Journal Search Categories

Birds

Fantails

Native Birds

Associated Websites

TKI – Filming Junior Drama – An ICT Learning Experience Based around *Fantail, Fantail* by Margaret Mahy

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

Beautiful Birds – Unit Plan (English Online)

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

Kiwi Conservation Club – Common Native Birds

www.kcc.org.nz/birds/common.asp