

Cyclone

By Shanell Prasad

Overview

This short poem by a six-year-old child depicts the scene of a cyclone, describing what the poet can both see and hear. The poet makes effective use of vivid imagery and sensory language.

•	Ask the students to close their eyes and listen to the poem as you read it aloud to them. Ask them to visualise what they see in their minds and then, in pairs, to describe the scene to each other.
•	Undertake a shared reading of the poem before discussing and analysing it.

Focus for Discussion

•	Discuss the content of the poem with the students. “What can the poet see and what can he hear?” “What are your favourite word pictures or images in the poem?”										
•	Read the note “About Shanell Prasad” on the inside back cover.										
•	Discuss the setting of the poem. “Where do you think the poem might be set?” “What clues do we get about this?” (coconut trees, Sky Tower)										
•	Discuss the conventions of the poem. These might include: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">•</td> <td>the use of similes, for example, “thunder loud and scary like an evil demon”</td> </tr> <tr> <td style="text-align: center;">•</td> <td>the use of comparatives, for example, “I can see rain falling as hard as a stone”</td> </tr> <tr> <td style="text-align: center;">•</td> <td>the placement of adjectives after the nouns, for example, “people cold and wet”</td> </tr> <tr> <td style="text-align: center;">•</td> <td>the use of sensory language, for example, “crashing”, “whistling”, “boom”, “clicking”</td> </tr> <tr> <td style="text-align: center;">•</td> <td>the use of semicolons.</td> </tr> </table>	•	the use of similes, for example, “thunder loud and scary like an evil demon”	•	the use of comparatives, for example, “I can see rain falling as hard as a stone”	•	the placement of adjectives after the nouns, for example, “people cold and wet”	•	the use of sensory language, for example, “crashing”, “whistling”, “boom”, “clicking”	•	the use of semicolons.
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•	the use of sensory language, for example, “crashing”, “whistling”, “boom”, “clicking”										
•	the use of semicolons.										
•	Ask the students which of the conventions the poet uses adds to the impact or meaning of the poem and how they do that. “Shall we have a go at writing our own senses poem using some of these features?”										

Links with Other *School Journal* Titles

“Nightmare on Anchorage Island” 4.1.99

Journal Search Categories

Cyclones

Disasters

Associated Websites

Met Service – Home Page

www.metservice.co.nz/home/index.asp

Hurricane Awareness for Kids

www.nhc.noaa.gov/HAW2/english/kids.shtml

Hurricane Strike – Hurricane Science and Safety for Students

<http://deved.meted.ucar.edu/hurrican/strike>

Civil Defence – Unit Plan (English Online)

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

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Goggles

by Rachel Hayward

Overview

Ben's grandfather gives him a pair of swimming goggles. Ben's dad, mum, and sister all think they look silly, but Ben knows they're cool. It only takes a few days before they all realise that Ben is right.

Features to Consider in Context

•	The structure of the text as a simple narrative (orientation, situation, resolution) but with key situations and phrases repeated in short sentences
•	The use and conventions of direct speech
•	The use of humour and unusual situations
•	The use of commas for listing, for example, "There were hair clips, scrunchies, sticking plasters, and even a few coins"
•	The use of colloquialisms, for example, "cool", "amazing".

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' familiarity with goggles and their major uses
•	The pace of the text, particularly with regard to dialogue
•	Words and concepts that some students may find challenging: "tinted", "scrunchies", "plunged", "flashed", "grazing", "wharf", "stinging", "wailed", "instantly", "I could do with", "flippers" (compare with "fins").

Introducing Students to the Text

•	Introduce the concept of goggles. "When you go swimming, do you need anything to protect you? What?"
•	Discuss the ways goggles can be used. "Who has used goggles other than for swimming? Let's think of some other uses."
•	List the students' ideas about possible uses for goggles. "Now we're going to meet a family who finds other uses for goggles. Let's see if they're the same as your ideas."

•	Share the purpose for reading. Tell the students that, when they have read the text, they can check whether the uses the family finds for goggles match their own ideas about uses. “Let’s read about their uses and check them against our own uses.”
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During the Reading

•	Ask the students to read the first paragraph. “What did the goggles look like?”
•	Ask the students to read to “‘No, they don’t,’ said Ben. ‘They’re cool.’” “What did Ben think of the goggles? Find the parts near the beginning that tell us this.” “What were his first uses for them?”
•	Ask the students to read to “‘No, I don’t,’ said Dad. ‘I look cool.’” “Why did Dad need the goggles?” “It says, ‘Instantly, his eyes felt better’. Why do you think this was?”
•	Ask the students to read to “‘No, they’re not,’ said Mum. ‘They’re cool.’” “Why did Mum buy a pair of goggles?”
•	Ask the students to read to the end of the story.
•	Discuss the family’s reaction to the flippers. “Why do you think they all said ‘cool’ when they realised the present was flippers?” “What possible uses could you make of a pair of flippers?”

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to compare their list of suggested uses with the family’s actual use of the goggles.
•	Discuss the features of this text that make it effective (for example, the narrative structure, the use of humour and unusual situations, the repetition, the use of dialogue, and the use of short sentences). “How might we use these features in our own writing?”
•	Discuss why the author uses different tenses for the narrative and the dialogue sections of the text.
•	Discuss why the author uses some colloquial language and what effect this has.
•	Explore examples of the author using commas for listing.

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 Speaking Interpersonal Listening Using Texts Transactional Writing • thinking critically	<ul style="list-style-type: none"> • contribute original responses to the text; • value others' inputs in discussions; • summarise the results of lateral thinking in a list. 	<ul style="list-style-type: none"> • brainstorm and list possible uses for flippers.
Poetic Writing Presenting	<ul style="list-style-type: none"> • rework a story as a play; • convey characterisation through effective use of voice. 	<ul style="list-style-type: none"> • rewrite the text as a play and present their play using a variety of voices to match the characters and settings (for example, in the shower).

Journal Search Categories

Technology

Materials

Cross-curricular Links

Technology: Materials

Associated Websites

Extending

www.mcps.k12.md.us/schools/springbrookhs/keats/kextending.html

Bananas handout – Simple Sun Experiments for Children

www.bananasinc.org/uploads/1006812918.pdf

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Making Ice Cream

Article and photographs by Jill MacGregor

Overview

The teacher in this article finds a recipe for making ice cream and leads the class through an exciting process. Not only do the class members learn a lot about making ice cream, but they also learn some important science lessons.

Features to Consider in Context

•	The text is structured as a report, emphasising the correct sequence with words such as “next”, “then”, and “now”
•	The use of poetic writing features such as alliteration and onomatopoeia in a transactional text, for example, “slushy” and “sloshed”
•	The use of dialogue in report writing
•	The use of subject-specific vocabulary, for example, “ingredients”, “whipping cream”, “essence”, “rock salt”, “measured”, “dissolved”
•	The use of action verbs for impact, for example, “sprinkled”, “clinked”, “clattered”, “sloshed around”
•	The use of comparatives, for example, “smaller jars”, “the jars grew colder and colder”
•	The use of inverted commas and italics
•	The use of idiomatic expressions, for example, “we kept our eyes on the clock”, “time was up”
•	Concepts related to measurement.

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 high interest level of the subject
•	The students’ familiarity with report-writing structures
•	The concept of making icecream
•	Words and concepts that some students may find challenging: “bed of ice”, “sprinkled”, “back and forth”, “clinked”, “clattered”, “slushy”, “sloshed”, “frosted”, “time was up”, “worthwhile”, “frothy”, “solid”, “sturdy”, “variation”.

Introducing Students to the Text

•	Encourage the students to reflect on the features of report writing, especially if they have undertaken report writing before (for example, the use of sequence words, the past tense, and subject-specific vocabulary).
•	Ask the students if any of them has made ice cream before. Encourage them to share their experiences.
•	Discuss the process of making ice cream. “How do you think ice cream might be made?” “What would you need?” “What do you think the process might be?” Record the students’ thinking on a chart.
•	Set a purpose for reading. Tell the students that they will discover the ingredients and process needed for making ice cream and how the students in the text responded to the experience. “Let’s see if your ideas about the ingredients and process for making ice cream match the ingredients and process used by the students in this report.”

During the Reading

•	Ask the students to read to “The teacher brought fresh whipping cream, sugar, vanilla essence, and rock salt”. Discuss the report so far. “Why do you think the class made ice cream?” “Who brought the equipment?” “Who brought the ingredients?”
•	Ask the students to read to “Our ice cream makers were ready”. Discuss the report so far. “What did they do first? After that? Then what?” Ensure that the students clarify the seven steps in the process that are outlined in this section: measured ... mixed ... added ... screwed ... broke up ... placed ... sprinkled ... screwed. Ask them why they think the class had to screw the lids on tightly.
•	Ask the students to read to “... get salt in your ice cream”. Ask them to summarise the main points in this section. “What did they have to do to turn their cream into ice cream?” Use questions such as the following to help the students to examine this section of the text in detail.
•	“How long did it take to make the ice cream?”
•	“Why did they have to roll the jars on the carpet instead of the desks?”
•	“What words can you find to tell us what happened when the ice began to melt?” (“slushy”, “sloshed”)
•	“What do you think ‘frosted over’ means?”

	<ul style="list-style-type: none"> • “Do you think the children were excited about coming to the end of the process?” “What clues does the author give us?” (“we had to be patient”) • “Why do you think it was hard to get the lids off?”
<ul style="list-style-type: none"> • 	Ask the students to read to the end of the text. Use the following questions to help them to examine the text in more detail:
	<ul style="list-style-type: none"> • “What clue do we get that the children were really pleased with the results?” (“all the hard work was worthwhile”)
	<ul style="list-style-type: none"> • “In the sentence ‘The ice cream really was ice cream’, why do you think the word ‘was’ is in italics?”
	<ul style="list-style-type: none"> • “How did the class learn that it was important to follow the recipe carefully?”
	<ul style="list-style-type: none"> • “Where did the ice cream disappear to?”
	<ul style="list-style-type: none"> • “What does the fact that ‘everyone’s ice cream had disappeared’ tell us about how the children felt about their ice cream – even if it hadn’t all turned out as they intended?”

After the Reading: Responding to the Text

Possible focuses for discussion

<ul style="list-style-type: none"> • 	Ask the students to compare their thinking about the ingredients and processes needed for making ice cream with what happens in the text. They could refer to the chart made before the reading. “Were you right?” “What else do we need to add to our chart?”
<ul style="list-style-type: none"> • 	Ask the students to identify examples of the following language features in the text and to discuss their effect:
	<ul style="list-style-type: none"> • sequence words
	<ul style="list-style-type: none"> • poetic writing
	<ul style="list-style-type: none"> • subject-specific vocabulary
	<ul style="list-style-type: none"> • action verbs
	<ul style="list-style-type: none"> • comparatives
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • idiomatic expressions.
	If the students have written reports before, discuss any ways in which this report differs from their own.

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>
Transactional Writing Presenting • processing information	<ul style="list-style-type: none"> • list major points clearly; • use visual features to present ideas effectively. 	<ul style="list-style-type: none"> • write an ingredients list for their favourite ice cream and present their lists on an ice cream-shaped chart.
Close Reading • processing information	<ul style="list-style-type: none"> • read, consider, and follow instructions clearly. 	<ul style="list-style-type: none"> • make their own ice cream by following the recipe or one of its variations.
Transactional Writing • exploring language	<ul style="list-style-type: none"> • write a simple report clearly; • use modelled writing examples effectively. 	<ul style="list-style-type: none"> • write a report on making their own ice cream modelled on the features of this text.
Presenting	<ul style="list-style-type: none"> • use visual and verbal features, (e.g., words, print, colour, and layout) to appeal to an audience. 	<ul style="list-style-type: none"> • create an advertisement for ice cream, using some of the adjectives found in the text that might appeal to the audience (e.g., “smooth”, “creamy”, “delicious”).

Links with Other *School Journal* Titles

“A Recipe for Banana Ice Cream” 2.3.90

Journal Search Categories

Cooking

Recipes

Cross-curricular Links

Science: Making Sense of the Physical World

Making Sense of the Material World

Mathematics: Measurement

Associated Websites

Lesson Exchange – Making Ice Cream!

www.teachers.net/lessons/posts//454.html

Deep South – Ice Cream

www.deepsouthnz.co.nz/fun_sthfl.htm

Ice Cream – ChildFun’s Food and Nutrition Themes

www.childfun.com/themes/icecream.shtml

Nana's Story

By Ariana Tikao

Overview

A series of diary entries convey a young child's loving relationship with her nana, her sadness when her nana dies, and how she copes with this loss by remembering just how special her nana was.

Features to Consider in Context

•	The structure of the text as a series of connected diary entries
•	The use of reminiscence to depict significant events, observations, relationships, and personal feelings
•	The conversational nature of the text, giving power to its reflective tone
•	The use and conventions of direct speech
•	The use of te reo Māori and Māori concepts within an authentic context
•	The use of short paragraphs.

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' understanding of the nature, structure, and features of diary writing
•	The students' experiences of dealing with death and grief, both in authentic and imaginary contexts. Be particularly sensitive to any students who have experienced a recent sadness involving grandparents.
•	The students' understanding of Māori concepts and protocols, for example, the procedures of a tangi and the importance of the mountain.

Introducing Students to the Text

•	Explore the students' understanding of diary writing. "What is a diary?" "Have you ever kept one?" "What might be in it?" "What might it look like?" "Why do you think people keep diaries?" You could share a diary with the students.
•	Discuss what it is like to visit grandparents, but be sensitive to those students who do not have grandparents for whatever reason. "Do you regularly visit your grandparents?" "When do you go?" "Who goes?" "What do you like about visiting your grandparents?" "What special things do you do?"

•	Set a purpose for reading. Explain that the students will read Ariana’s diary entries and work out what her nana’s story is and how this affects her. It might be helpful to tell the students that “Nana’s Story” is written within a Māori context and that they will discuss this context when they come to the relevant parts of the text.
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During the Reading

•	Ask the students to read the entry for “Monday, 3 June”.	
•		“Do you think Ariana likes to visit her nana? What clues does the author give us on this?”
•		“Why do you think she pretended to be sick?”
•		“Why did she want attention?”
•		“Did she get the attention? How do you think she felt about this?”
•	Ask the students to read the entry for “Friday, 5 July”.	
•		“What has happened to Nana?”
•		“What do you think is going to happen to Nana?”
•		“How do you think Ariana feels?”
•	Ask the students to read the entry for “Saturday, 27 July”.	
•		“What has happened to Nana?”
•		“How do you think Ariana is feeling now? What clues does the author give us?”
•		“Think about the last paragraph. How does the author let us know that Ariana goes to her nana’s place regularly?”
•	Undertake a shared reading of the first two sentences of the entry for “Monday, 19 August”. Discuss what has happened to Nana and the concept of the tangi. “What is a tangi?” “What do you think is going to happen at it?”	
•	Ask the students to read the rest of the “Monday, 19 August” entry.	
•		“How do you think Ariana felt at the tangi?”
•		“What did she and Tino do afterwards? Why do you think they did this?”
•		“As she came down the hill, we read that she was scared. Why do you think this was?”
•	Ask the students to read the entry for “Sunday, 1 September”.	
•		“What do you think is happening in this section of the text?”

•	•	“Do you think the girl really went to Nana’s house?”
	•	“Was Nana really there?”
	•	“How do you think Ariana was feeling?”
	•	“How did Nana feel?”

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to summarise Nana’s story and how this affects Ariana. In doing this, you may wish to ask the following analytical questions:	
	•	“Do you think Ariana had a good relationship with her grandmother?”
	•	“What do we learn about Ariana from her diary?”
	•	“Do we learn about anyone else from the diary entries (for example, Tino, Dad, or Ariana’s brothers)?” “What do we learn about them?” “What clues does Ariana give us?”
	•	“Has anyone had a similar experience to Ariana? How did you feel?”
	•	“Why do you think Ariana has kept a diary about this part of her life?” “What seem to be the features of a diary?” (for example, reflective daily entries)
	•	“How might this help Ariana cope with her nana’s death?”

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 • exploring language	• identify the features of diary writing;	• read and discuss a range of diary entries from <i>School Journal</i> diary texts (see list below) and decide what makes an interesting diary entry.
Poetic Writing	• record imaginary events, observations, and feelings clearly in writing.	• write Ariana’s diary entry for Christmas Day, including a reference to Nana.

Expressive Writing	<ul style="list-style-type: none"> • record personal events, observations, and feelings clearly in writing. 	<ul style="list-style-type: none"> • keep their own diaries for a week, making sure these contain events, observations, and feelings. They can choose whether to share their diary with others at the end of the week.
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Links with Other *School Journal* Titles

“At My Grandfather’s Tangi” *Some Place Wonderful* (JYPW 1988); “Tangi” *Some Place Wonderful* (JYPW 1988); “Tangi Means Family” 4.3.90; “My Grandma” *The Wockagilla* (JYPW 1999)

Journal Search Categories

Death

Elderly People

Māori

Cross-curricular Links

Social Studies: Culture and Heritage

Time, Continuity, and Change

Health and Physical Education: Mental Health

Teacher Reference: *Change, Loss, and Grief* (The Curriculum in Action)

Associated Websites

Mental Health Foundation

www.mentalhealth.org.nz

Kathleen McCue, 1995 – Helping Children Cope with Loss

www.otago.ac.nz/Web_menus/Dept_Homepages/CIC/papers/McCue.html

Helping Children Cope with Loss

www.nmha.org/reassurance/childcoping.cfm

Queen Bee Blues

By Jan Trafford

Overview

In this humorous play, the Queen Bee gets bored with her privileged position. She gets the Queen Bee Blues. Her Worker Bees soon work out a way of making her realise how easy her life is!

Features to Consider in Context

•	The conventions and layout of a play, including:
	• the list of characters and the use of upper case for signifying them
	• the stage directions, which are indented, in italics, and sometimes enclosed in parentheses
•	• the use of dialogue for each character
•	The use of humour to make a social comment: “Learn to appreciate your lot!”
•	The use of colloquialisms, for example, “a primo job”, “she’s got a bad case of the QBBs”
•	The use of exclamation marks for emphasis.

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’ familiarity with the conventions of a play, especially the layout
•	The students’ experience in using expression, fluency, and pace when reading a play aloud and portraying a character
•	The students’ knowledge of bees and their different roles within a beehive
•	The students’ ability to identify the message of the play.

Introducing Students to the Text

•	Share the title with the students. Encourage them to predict what the play might be about.
•	Introduce and discuss the list of characters. “What do you think would be the difference between the Queen Bee and the Worker Bees?”
•	Discuss and practise the possible voices of these characters, emphasising the difference between the Queen and the Worker Bees.
•	Ensure that the students understand which parts of the script are dialogue and which parts are stage directions.

During the Reading

•	Ask the students to focus on reading the play aloud, focusing on expression, fluency, and pace. Emphasise the rhyming “dance practice” directions in the middle of the text.
•	Ask the students to swap or share roles and to try different voice expressions. Focus on differentiating between the Queen and the Worker Bees and “finding a different character” for each Worker Bee (for example, young, old, happy, or grumpy workers).
•	Lead the reading aloud towards a possible performance.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss the following questions with the students, asking them to read aloud key parts of the play as they respond:
	• “Was your prediction on what the play might be about right?”
	• “What did you like most about the play?”
	• “Do you think the writer was trying to tell us something in the play?” Lead this to a discussion of the message “Learn to appreciate your lot!”
•	• “Why do you think the writer uses humour in the play?” “How effective is this?”
•	Encourage the students to think about what they would have to do to make the play a success if they were producing it. Ask them to focus on how the characters would move in the play (for example, cleaning movements, fanning movements, dance movements, and demonstrating how a character might “slouch”, “sit smugly”, “puff”, “get flustered”, or “zoom round in a circle”).
•	Ask the students to read the play aloud again as a group with a view towards a possible performance.

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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<p>Presenting</p> <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • present information through the effective use of visual features (e.g., colour, layout, and lettering). 	<ul style="list-style-type: none"> • using details from the text, design a poster for their production of the play.
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Links with Other *School Journal* Titles

“Royal Jelly for a Queen” 3.1.87; “Bees on a Bike” 1.5.94; “Making Honey” 2.4.00

Journal Search Categories

Bees

Cross-curricular Links

Science: Making Sense of the Living World

The Arts: Drama

Associated Websites

Africanised honey bee – lesson plans

<http://ag.arizona.edu/pubs/insects/ahb/ahbhome.html>

WBU Education – Bees

www.wbu.com/edu/bees.htm

Bees – Animals/Plants lesson plan (grades 6–8) – DiscoverySchool.com

<http://school.discovery.com/lessonplans/programs/killerbees>

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Swallowed by the Sea

by Amanda Jackson

Overview

Watch out – there’s a monster out there, and it’s hungry! The monster is a huge sea storm, and it can do a lot of damage. This piece of personal experience writing vividly conveys the storm, its aftermath, and its effect on a mother and child.

Features to Consider in Context

•	The text is a good example of personal experience writing, exploring a significant experience in a child’s life in vivid detail
•	The first person perspective – the experience is so personal to the writer that the text gives no clues to his or her name or gender
•	The use of the present tense to give a sense of immediacy
•	The use of imagery, especially metaphors (the sea as a monster), personification (“Like the wind’s taking a big breath and holding it and then blowing it out”), and similes (“I’m left standing like a half-buried tree”)
•	The range of sentence structures used by the writer, including unconventional sentences such as “The mouth of a sea monster full of spit and black teeth” with its implied subject
•	The use of striking and vivid language, especially verbs (“sucked up”, “spat out”, “slap”, “pelting”, “snatches”, “charge”) and adjectives (“slimy rain”, “screaming wind”)
•	The use of sensory experiences to portray feelings – what the writer feels, sees, hears, and touches
•	The use and conventions of direct speech.

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’ understanding of what a sea storm is and its possible consequences for people and the environment. This might include concepts such as “The house is being sucked up and spat out” and “the sea sucks its wave back”.
•	The students’ understanding of metaphors, personification, and similes and what impact these devices can have on writing
•	The students’ prior knowledge of King Neptune and what he looks like

•	Words that some students may find challenging: “creaks”, “pelting”, “gravel”, “stings”, “snatches”, “shingle”, “charge”.
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Introducing Students to the Text

•	Discuss the students’ prior knowledge of sea storms. “What do you imagine a sea storm is?” “Have you ever seen or been in a sea storm? What was it like? What happened to you? What did you feel, see, hear, or smell?” Refer to King Neptune and his relationship to the sea.
•	Examine the title of the text with the students. “What do you think a story called ‘Swallowed by the Sea’ might be about?”
•	Share the purpose for reading. Tell the students that they will find out what happens to the main character in a sea storm and what he or she feels, sees, hears, and smells.

During the Reading

•	Ask the students to read to “around me like a cave”. Discuss what is happening in this part of the text. “How do you think the child is feeling?” “What do you think would be the scariest part of the storm?” “How does the child protect him/herself?”
•	Ask the students to read to “The mouth of a sea monster full of spit and black teeth”. Discuss what is happening in this part of the text. “What happens the next morning when they get up?” “Is the storm still happening? What clues does the author give us about this?” “Who might King Neptune be?” “Why does Mum have to scream?”
•	Ask the students to read to the end of the text and discuss what happens and their response to it. “Why do you think Mum is looking ‘a bit worried’?” “What might Mum be yelling at the child?” “What really scary thing happens to the child? How does this resolve itself?” “Would you have been worried in this situation?” “What do you think Mum and the child would have done when they got back to the house?”

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to summarise the text by identifying what the main character feels, sees, hears, and smells throughout.
	Discuss what makes the text an effective piece of writing. Make sure that the students have opportunities to identify the following features and to discuss how these give the writing impact:
•	the use of the first-person perspective

•	•	the use of the present tense
	•	the imagery used (metaphors, personification, similes)
	•	the use of unconventional sentences
	•	the use of vivid verbs and adjectives.

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 Poetic Writing • thinking critically • processing information	• demonstrate an understanding of mood and imagery in written texts.	• identify the most effective images and language in the text, cut them out from a photocopied version, and rearrange them as a poem to establish the mood of the text.
Poetic Writing • thinking critically	• extend their own writing voice through innovation on a known text.	• write about their “most scary moments”. They will aim to make the reader feel what they felt, saw, heard, and smelled at that moment through the use of imagery and vivid vocabulary. They will think about how the author of this text achieves that goal.
Personal Reading • thinking critically	• respond critically to texts with different levels of complexity.	• read poems and stories about stormy weather and think about how the authors achieve the mood of their texts (see the list of <i>School Journal</i> titles).
Presenting	• express a mood through sound, movement, and dance.	• create a soundscape to go with the mood of the story, choosing the instruments that best evoke the mood of a storm (rain pelting, sea roaring, and wind screaming) and possibly adding dance or movement.

Links with Other *School Journal* Titles

“A Bit of a Blow” 2.1.91; “After the Storm” 2.2.92

Journal Search Categories

Weather

Storms

Cross-curricular Links

Science: Making Sense of Planet Earth and Beyond

The Arts: Music, Drama

Associated Websites

Ross Sea Storm

www.vims.edu/bio/microbial/NBPstorm.html

Maldives Language Dhivehi

www.maldivesculture.com/dhiveh07.html

Creatures and Monsters of the Seas, Lakes, and Rivers

www.angelfire.com/realm/rubyfiles0/hauntedoregonwatercreatures.html

Poetry for Kids – by Ken Nesbitt

www.poetry4kids.com/newpoems.html

Old Sayings and Myths from the Sea

http://ctct.essortment.com/seamyths_rjrw.htm

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Vanilla Ice Cream, Please!

Article and photographs by Jill MacGregor

Overview

Where does vanilla come from? This article explains the process that transforms vanilla plants into vanilla oil and essence, ready for ice cream and other delicious uses. A young girl, Veisia Veikoso, views the process on a vanilla plantation in Tonga.

Features to Consider in Context

<ul style="list-style-type: none"> • 	<p>The structure of the text as an explanation with the following characteristics:</p> <ul style="list-style-type: none"> • a clear sequence • the use of subject-specific language, for example, “plantation”, “cured”, “fermenting”, “dehumidifiers”, “essences” • the use of the present tense to give a sense of immediacy • the introduction that gains the readers’ interest by setting the scene through personal experience • the conclusion that links back to the introduction
<ul style="list-style-type: none"> • 	<p>The use of poetic language to enhance the transactional intention, especially the use of adjectives to develop images: “a strong, sweet smell of vanilla”, “shiny skins are oily”, “they are soft and supple”</p>
<ul style="list-style-type: none"> • 	<p>The use of personal experience in transactional writing.</p>

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.

<ul style="list-style-type: none"> • 	<p>The students’ prior experience of reading and understanding explanations</p>
<ul style="list-style-type: none"> • 	<p>The students’ understanding of what vanilla smells like and what it’s used for</p>
<ul style="list-style-type: none"> • 	<p>The students’ familiarity with the Tongan setting and Tongan names</p>
<ul style="list-style-type: none"> • 	<p>The students’ familiarity with the concept of plantations and what might happen on them</p>
<ul style="list-style-type: none"> • 	<p>Words that some students may find challenging: “fertile”, “vines”, “bruise”, “steaming”, “sweat”, “moisture”, “develop”, “mouldy”, “natural”, “exported”.</p>

Introducing Students to the Text

•	Discuss the concept of vanilla ice cream with the students. “What are the different flavours of ice cream?” “If it’s chocolate ice cream, you make it with chocolate; if it’s vanilla, where would the vanilla come from?” This discussion could be pre-empted by a shared reading of the first six lines of the text.
•	Discuss the setting with the students. “Where is Tongatapu?” “What do you know about it?” Talk the students through the setting by referring to the photographs in the text. Look at the map of Tongatapu and check an atlas to find where Tonga is on a map of the Pacific. Introduce the main character’s name.
•	Tell the students that the text will explain a process that will be new for many of them – “how vanilla is produced” – and that they will meet some new terms in this explanation. “You will need to work out what these terms mean.”
•	Share the purpose for reading. Ask the students to predict where vanilla comes from. As they read, ask them to compare their predictions with what they discover in the text.

During the Reading

•	As the students read, discuss and clarify the text’s challenging vocabulary.															
•	<p>Ask the students to read to “... so that she won’t bruise them”. Discuss what they have learned so far, asking questions such as:</p> <table border="1" data-bbox="802 1317 1449 1608"> <tr> <td data-bbox="802 1317 1018 1352">•</td> <td data-bbox="1018 1317 1233 1352">“Where do vanilla vines grow?”</td> <td data-bbox="1233 1317 1449 1352"></td> </tr> <tr> <td data-bbox="802 1352 1018 1429">•</td> <td data-bbox="1018 1352 1233 1429">“Why do vanilla plants grow well in Tonga?”</td> <td data-bbox="1233 1352 1449 1429"></td> </tr> <tr> <td data-bbox="802 1429 1018 1505">•</td> <td data-bbox="1018 1429 1233 1505">“How do you know when they are ready to pick?”</td> <td data-bbox="1233 1429 1449 1505"></td> </tr> <tr> <td data-bbox="802 1505 1018 1608">•</td> <td data-bbox="1018 1505 1233 1608">“How could you bruise a plant? What do you think that would do?”</td> <td data-bbox="1233 1505 1449 1608"></td> </tr> </table>	•	“Where do vanilla vines grow?”		•	“Why do vanilla plants grow well in Tonga?”		•	“How do you know when they are ready to pick?”		•	“How could you bruise a plant? What do you think that would do?”				
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•	“How do you know when they are ready to pick?”															
•	“How could you bruise a plant? What do you think that would do?”															
•	<p>Ask the students to read to “They are left to cure for two months”. Discuss what the students have learned, asking questions such as:</p> <table border="1" data-bbox="802 1720 1449 2110"> <tr> <td data-bbox="802 1720 1018 1796">•</td> <td data-bbox="1018 1720 1233 1796">“What happens after the beans have been picked?”</td> <td data-bbox="1233 1720 1449 1796"></td> </tr> <tr> <td data-bbox="802 1796 1018 1872">•</td> <td data-bbox="1018 1796 1233 1872">“Why is the box called a ‘heat box’?”</td> <td data-bbox="1233 1796 1449 1872"></td> </tr> <tr> <td data-bbox="802 1872 1018 1948">•</td> <td data-bbox="1018 1872 1233 1948">“Why do you think ‘sweat’ is in inverted commas? Do the beans sweat like we sweat?”</td> <td data-bbox="1233 1872 1449 1948"></td> </tr> <tr> <td data-bbox="802 1948 1018 2024">•</td> <td data-bbox="1018 1948 1233 2024">“What problems are caused by too many rainy days?”</td> <td data-bbox="1233 1948 1449 2024"></td> </tr> <tr> <td data-bbox="802 2024 1018 2110">•</td> <td data-bbox="1018 2024 1233 2110">“What do you think ‘curing’ means?”</td> <td data-bbox="1233 2024 1449 2110"></td> </tr> </table>	•	“What happens after the beans have been picked?”		•	“Why is the box called a ‘heat box’?”		•	“Why do you think ‘sweat’ is in inverted commas? Do the beans sweat like we sweat?”		•	“What problems are caused by too many rainy days?”		•	“What do you think ‘curing’ means?”	
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•	“What do you think ‘curing’ means?”															

•	Ask the students to read to "... and ... ice cream!" Discuss with the students what it's like inside the shed. Ask them what the beans' skins feel like to Vei when she touches them. Explore the words "oily" and "supple" with the students. Ask them what the writer means by "the flavour will develop".
•	Ask the students to reread the last paragraph. Ask them "What is the last form that the vanilla takes before it goes into your ice cream?"

After the Reading: Responding to the Text

Possible focuses for discussion

•	Ask the students to recall the vanilla-making process to see if they have understood the sequence correctly. This could be recorded informally, either as a flow chart or as a set of numbered steps.
•	Remind the students that the text tells us that "natural vanilla is expensive because it takes so long to make". Ask them to work out how long it takes to make once the beans have been picked. They will need to go through the text and find all the clues that give them this information. (They will probably refer to "'sweat' for 48 hours", "left to cure for two months", and "stored in wooden boxes for three months".)
•	Ask the students to try to work out what the features are of a written explanation. (This might include the list under "Features to Consider in Context".)
•	Discuss what the students have found out about Tonga from the text and photographs, particularly about its geography and climate.
•	Check that the students understand any new words.

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>
Transactional Writing • processing information	• summarise an explanation of a process, sequencing ideas logically.	• record the "vanilla bean to oil" process as a flow chart or as a set of numbered steps.
Poetic Writing	• use poetic (compare with Features to Consider in Context) language to convey a setting vividly in a poem.	• write a "sensory poem" about "inside the shed", including some of the poetic language found in the text.

Links with Other *School Journal* Titles

"A Cup of Koko" 2.3.98; "Lunch On the Taro Plantation" 2.1.92

Journal Search Categories

Food

Natural Science

Plantations

Polynesians

Tonga

Cross-curricular Links

Social Studies: Resources and Economic Activities

Science: Making Sense of the Living World

Making Sense of the Material World

Associated Websites

The Vanilla.COMpany – For all things vanilla

www.vanilla.com

Tonga

www.worldatlas.com/aatlas/aussieoc/maps/tonga.htm

New Zealand Scientists Defeat Threat to World's Vanilla

www.rense.com/general19/van.htm

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Waiohine Flood

By Alice Robertson

Overview

This poem suggests a powerful flood through the metaphor of a taniwha. The power of the taniwha suggests the power of the flood.

•	Undertake an initial shared reading of the poem
	Ask the students to read the poem aloud several more times:
•	using different tones
	at a different pace
	in parts.

Focus for Discussion

•	Discuss the content of the poem. “The poem is called ‘Waiohine Flood’, yet it is about a taniwha – why do you think this is?” This may lead on to a discussion about metaphors and their purposes in a poem.
•	Ask the students to create an image of the taniwha through discussion, using all of the clues that the poet provides.
	Discuss the conventions of the poem. These might include:
•	the use of descriptive adjectives, for example, “The roaring, muddy water”, and adverbs, for example, “they swiftly slide away”
•	the use of strong action verbs, for example, “dancing”, “crush”, “toss”, “leaping”
•	the use of unusual nouns and verbs, for example, “roils”, “verge”, “surge” (these words may need to be discussed with students)
•	the use of a strong rhyming pattern (a, b, c, b).
•	“Which of these conventions add to the impact or meaning of the poem?” “How do they do this?” “Shall we have a go at writing our own descriptive poem using some of these features?”

Links with Other *School Journal* Titles

“Flood” 3.2.79; “Gisborne Floods” *Favourite Icecream* (JYPW 1990); “The Night was Right” 2.1.79

Journal Search Categories

Disasters

Floods

Associated Websites

Taniwha

<http://english.unitecology.ac.nz/bookchat/archive/taniwha/home.html>

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