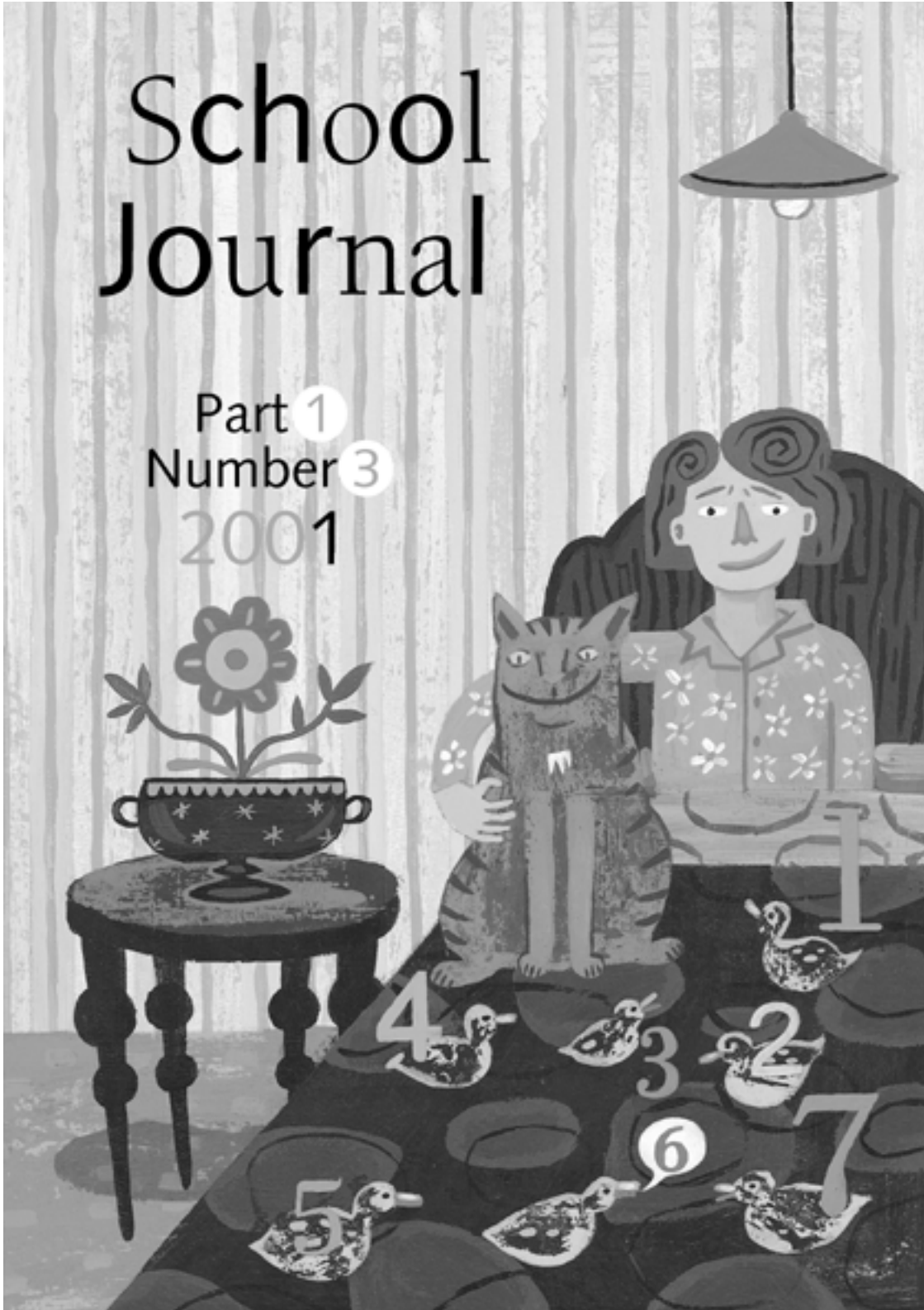


# Teachers' Notes

## School Journal

Part 1  
Number 3  
2001



Part 1

No. 3

2001



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Teachers are welcome to photocopy these notes if and as necessary.

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Item number 10298



## Introduction

Why do we read? To satisfy curiosity? To develop deeper understandings? To gain specific information – or simply for enjoyment and entertainment?

These teachers' notes are intended to help you to encourage your students to use the *School Journal* for all of these purposes. They provide a wealth of detailed suggestions for using the Journals in your class reading programme.

The notes should be used in close conjunction with *The Essential School Journal*, *The Learner as a Reader*, and *English in the New Zealand Curriculum*.

### The Teaching Approaches

A classroom reading programme uses a variety of approaches, including:

- reading to students
- reading with students
- reading by students.

These notes include ideas for using *School Journal* material for all these approaches, with a particular emphasis on guided reading.

For information on deciding which approach to use with a particular journal item for particular students, see *The Essential School Journal*, pages 12–15, and *The Learner as a Reader*, Chapter 5.

### Guided Reading

Guided reading is at the heart of the instructional reading programme. In this approach, teachers work with a small group of students to guide them purposefully through a text.

Guided reading involves:

- selecting a purpose for the reading
- introducing the text
- reading and responding to the text
- extending students' word-level strategies
- discussion and, where appropriate, follow-up activities.

These notes include suggestions for:

- selecting a focus for the reading and setting the scene
- particular features of the text that could be highlighted in discussion, including words and concepts that may present challenges for some students

- possible discussion points, learning experiences, and follow-up activities, where these are appropriate.

Possible follow-up activities are presented in charts that provide suggestions for:

- relevant achievement objectives
- learning outcomes for students
- learning experiences for students.

Please note that these charts are intended only to provide a range of suggested activities for you to choose from or adapt to your students' particular needs. The objectives and outcomes listed for each activity are also intended only as suggestions. You might choose to use a particular learning experience for any one of a number of different achievement objectives and learning outcomes, according to the needs of your students.

### Introducing the Text

The introduction should be brief. It should:

- make links with students' background knowledge and motivate them to read
- highlight selected features of the text
- introduce in conversation any unfamiliar names or potentially difficult concepts
- set a purpose for the reading.

### Reading and Responding

Some texts can be read straight through; others may need to be broken up, with breaks for discussion. While students are reading the text silently, you can observe their reading behaviour and help any students who are struggling. Students could be encouraged to identify (for example, with a paper clip or Post-it sticker) any words that cause difficulty.

### Discussing the Text

This should be brief (a maximum of 10–15 minutes) and should not be a simple "question and answer" session. Students should be encouraged to think about their own responses to the text and to consider alternative points of view.

New concepts, vocabulary, and text features can be discussed in greater detail. Words that have caused difficulty could be discussed in the group. These notes list some words that have challenged students when the material has been trialled. You should not assume, however, that these same words will challenge your own students. Wait and see what comes out of the first reading. Students should be encouraged to use a variety of strategies to work out unfamiliar words. This is an opportunity to develop students' phonological awareness and skills. For example, in studying the context of the text, you could use a whiteboard to draw students' attention to letter clusters and letter-sound relationships, to break up words into syllables, or to discuss the meanings of words.

This is also a good time to look closely at language features if this is a focus for the lesson. For example, you could discuss features such as alliteration or use of similes or metaphors, and you could take the opportunity to expand students' own written vocabulary by pointing out interesting verbs or adjectives and synonyms for commonly used words.

Where appropriate, follow-up activities may be selected.

## Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use the *School Journal Catalogue* or *Journal Search* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

- the student's prior knowledge, interests, and experiences
- the complexity of the concepts in the item
- the complexity of the style
- the complexity and length of the sentences
- any specialised vocabulary
- the length of the item
- the density of the text and its layout

- the structure of the text
- the support given by any illustrations and diagrams.

It is important to remember that most of these points could constitute either supports or challenges for particular students, and all of these aspects should be considered when selecting the text and the approach to be used.

These notes give further information about some of the potential supports and challenges in particular *School Journal* items. They include information gathered through trialling the items with groups of students.

## Developing Comprehension Strategies

Reading is about constructing meaning from text.

Using a guided or shared reading approach provides an ideal context in which to teach comprehension strategies, for example:

- using prior knowledge
- predicting
- inferring
- asking questions and seeking clarification
- visualising text content
- summarising
- interpreting.

These notes suggest ways to develop these and other strategies.

## Curriculum Links

These notes place particular emphasis on the English curriculum's achievement objectives for all three strands and the processes of exploring language, thinking critically, and processing information.

Where appropriate, links are suggested to key strands of other curriculum statements.

## Suggestions for Further Reading

In some instances, related items from the *School Journal* or other Ministry of Education publications are listed. This will help you to suggest further reading or to plan theme studies.

# Grandparents' Day by Wanda Cowley

## Overview

A class is preparing for Grandparents' Day at school. Tevita's disappointment that his grandparents are unable to attend is overcome when the teacher asks him to look after an absent child's grandparents. This story could be used as part of a wider theme about grandparents.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

- The conventions of direct speech
- A mixture of Tongan and English words
- The concept of diverse types of family
- The narrative structure of the text: the setting and introduction of characters and a series of events leading to a problem and the resolution of that problem
- A considerable number of contractions, for example, "don't", "You've", "they'd"
- A number of compound words: "grandparents", "grandmother", "classroom", "Everyone"

## Readability

Noun frequency level: 7–8 years  
Suggested level: 7.5–8.5 years

## Supports and Challenges

The aspects outlined below could constitute either supports or challenges for individual readers.

- Most students will be familiar with the idea of developing relationships with grandparents. However, some students will be in a similar situation to Tevita and may not have contact with their grandparents.
- The familiar New Zealand classroom setting with a school event taking place, which many students will have experienced
- The number of proper nouns, both Tongan and English

- The number of characters interacting, with dialogue and the complexities of the relationships
- The concept of distance between New Zealand and Tonga

## Introducing Students to the Text

- Relate to the students' prior experiences by discussing school visits that their own grandparents or parents might have taken part in.
- Ask the students to share the names they call their grandparents. Chart the students' responses.

	Kui	Koro
Nonna		Nana
Nana Marj	Grandparents	Granny
Poppa		Opa
	Oma	

- Introduce the title and the names of the children in the story. Set a purpose for the reading. You might suggest that the students read up to "They were called Nan, Pop, Susan, ..." to find out what the children in this story call their grandparents.

## During the Reading

- Add the grandparent names from the story to the chart of grandparent names that the students developed earlier. Explain that, in many Pacific Islands cultures, children address their grandparents by their first names, for example, 'Ana rather than kui fefine (grandmother).
- Tell the students that in the next part of the story, Tevita feels sad. Ask them to predict why this might be. Share their predictions and then ask the students to read on to two-thirds of the way through the story, up to " But Tonga was too far away."

- Check the students' predictions concerning Tevita's feelings.
- Ask the students how they would have helped Tevita to feel better. Chart their responses. You might use a "think, pair, share" technique for this discussion.
- Ask the students to read the rest of the text and find out how Tevita's problem was solved.

## After the Reading: Responding to the Text

### Possible focuses for discussion

- Discuss with the students how Tevita's problem was resolved. "Would any of our ideas have helped?"
- Locate Tonga on the map and note how far it is from New Zealand.
- You may focus on either contractions or compound words. Write an example of a contraction or a compound word on chart paper, discuss the features of a contraction or a compound word, and ask the students to find another example.

## Suggested Activities

You could select from the follow-up activities below. You may need to work with the group for some of these activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Speaking • processing information	• ask questions, listen, and organise information.	• survey their classmates to find out what other names people use for grandparents to add to the "Grandparents" chart.
Personal Reading	• select and read texts for enjoyment. • practise reading strategies.	• locate and read other stories and poems about grandparents.
Interpersonal Speaking Interpersonal Listening Expressive Writing • thinking critically • processing information	• converse, ask questions, clarify, interpret, and present information. • record personal ideas.	• in pairs, list ideas for entertaining grandparents at school and share these ideas with the group. • as a group, plan and organise their own Grandparents' Day.
Presenting • thinking critically	• combine words and images to convey meaning.	• draw small sketches of their grandparents' faces to stick around the "Grandparents" chart.
Close Reading Using Texts • processing information • thinking critically	• select and present relevant information to an audience.	• using the library and/or the Internet, find out more about family life in Tonga. They could then go on to make an oral report of their findings to the class.



## **Links with Other *School Journal* Titles**

“Three in One” 1.4.85; “Socks” 2.3.93; “Soda Bread” 2.1.99

This could also be an opportunity for the students to revisit Ready to Read titles such as:

*A Quilt for Kiri*

*A Gift for Aunty Ngā*

A story in English about a grandmother visiting from the Pacific Islands can be listened to on the Tupu audiocassette *Ko Māmā Rū'au te Tamā'ine Mou Tiare/The Granny Flower Girl*

## ***School Journal* Catalogue Categories**

Family Life

## **Cross-curricular Links**

Social Studies: Social Organisation

Social Studies: Culture and Heritage

Social Studies: Place and Environment

## **Associated Websites**

A project – English On line – Grandma and Me

Students from around the world are encouraged to send in the name they call their grandmother, ways they spend/spent time with their grandmother, and why she is/was so special.

<http://www.kidlink.org/KIDPROJ/grandmother/>

National Grandparents Day for Schools

<http://www.grandparents-day.net/>

Two sites that study the culture of Tonga

<http://www.tongatapu.net.to/>

<http://www.netstorage.com/kami/tonga/people/>

# A Present from Pudding

## by Elsie Locke

### Overview

Kylie's cat, Pudding, brings her such an unusual present that even Kylie's parents don't believe her when she tells them about it. But proof is provided as Pudding continues to present Kylie with wild ducklings on a nightly basis. This true story will delight its audience.

### Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

- The recount form of this true story
- The question form of many of the main character's thoughts: "What was that?", "Was it a kitten?", "Why did she do it? Was Karen right? ..."
- Illustrations that convey the main ideas in the text
- The use of complex sentence structures, for example, "Yes, it was a wild duckling from the river, all brown and yellow."

### Readability

Noun frequency level: 7–8 years  
Suggested level: 7.5–8.5 years

### Supports and Challenges

The aspects outlined below could constitute either supports or challenges for individual readers.

- Familiarity with the recount form
- Many students will have seen cats bringing prey inside.
- The vocabulary of the text is within the reading experience of students at this level.
- Words that some students may find challenging: "laundry", "wondered", "jerk", "amazement"
- The concepts of "creek" and "a string of squeaks" may prove challenging for some students.

### Introducing Students to the Text

- Before distributing the Journals, discuss the title. "Who could Pudding be?" "What kind of present might a cat bring home?"
- "Have any of you had experience of a cat or dog bringing something home?" Give the students the opportunity to share their experiences in pairs.
- Hand out the Journals and allow the students the opportunity to preview the illustrations and discover what the present is.
- Alert the students to the variety of punctuation used and ask them to read along with you while you read out loud the first three paragraphs to "How did *you* get in?"
- Set a purpose for the reading. Suggest that the students read on to "but what am I going to do with a duckling?" and make predictions about what Kylie will do with the duckling.

### During the Reading

- Chart the students' predictions.
- Ask the students to read to " 'You'll be writing books one day if you can make up stories like that,' said Dad." Check the students' predictions.
- "How does Kylie convince her parents that Pudding did bring her the duckling?"
- "Read to the end of the story and find out what happens."

### After the Reading: Responding to the Text

Possible focuses for discussion

- "What makes this story special?"
- "Why didn't Kylie's parents believe her?"
- Ask the students to reflect on the questions that Kylie asks herself about Pudding near the end: "Why did she do it? Was Karen right? Was Pudding bringing Kylie presents to show how much she loved her?" Get the students to share their opinions with a partner.

- Ask the students to reread the paragraph that begins “Kylie picked it up and talked to it softly ...”, in which Kylie takes the first duckling back to the creek. Get them to think about what Kylie might be saying to the duckling and then to work in pairs to share what their conversations would have been with the duckling.

## Suggested Activities

You could select from the follow-up activities below. You may need to work with the group for some of these activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Using Texts • exploring language	• read aloud, using the common conventions of writing.	• in pairs, choose and rehearse their favourite part of this recount to read to their partner, noting the purpose of any punctuation.
Poetic Writing • thinking critically • exploring language	• record personal experiences, shaping ideas to recount events.	• write their own true story about an experience with a pet, theirs or someone else’s, that shows some aspect of the animal’s behaviour.
Expressive Writing Interpersonal Listening and Speaking Using Texts • thinking critically	• identify and express meaning informally and then to an audience.	• in pairs, use the paragraph “Kylie tried to tell her, but she was so excited, the story didn’t come out very well” to re-enact the conversation that Kylie had with her mother. Act out this conversation for the group or the class.

## Links with Other *School Journal* Titles

“An Egg Story” 1.1.88; “Cat Talk” 3.1.90; “Catty Tricks” 3.1.90; “A Cat Door for Percy” *Junior Journal* 8; “Purring” 1.4.97; “Quiet Night” 1.4.95; “The Tiger” *Junior Journal* 21; “Trick Cat” 1.3.95; “When Puhi Died” 2.2.96; “The Show Cat” 1.2.88; “The Secret Nest” 1.1.89

## School Journal Catalogue Categories

Animal Behaviour  
Cats  
Ducks  
Pets

## Cross-curricular Links

Science: Making Sense of the Living World  
Arts: Drama

## Associated Websites

All about Ducks for Kids – everything you want to know about ducks  
<http://www.kiddyhouse.com/Farm/ducks.html>  
Pet Care – caring for your pets  
[http://www.hsus.org/programs/companion/pet\\_care/pet\\_care.html](http://www.hsus.org/programs/companion/pet_care/pet_care.html)

# Polar Bear Swim

## by Jan Trafford

### Overview

Sam and Navah dare each other to brave the icy water and take part in a midwinter swim at Kaiteriteri Beach out of Nelson.

### Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

- A factual recount that relies heavily on dialogue
- Speakers who are not always identified
- The use of the present tense
- The use of the vernacular of children's speech: " 'OK.' ", " 'Man, it's so cold!' "
- The use of photographs, some with text superimposed
- The visual elements incorporated in the text that accentuate the feelings being suggested, for example, words broken with hyphens: "m-m-my t-t-towel", ellipses: "Ten ... nine ... eight ...", capital letters: " - and UNDER! "

### Readability

Noun frequency level: 8–9 years

### Supports and Challenges

The aspects outlined below could constitute either supports or challenges for individual readers.

- The manageable length of the text
- The use of natural speech patterns
- The text incorporates both simple and compound sentences that are within the reading experiences of students at this level.
- Words that some students may find challenging: "temperature", "degrees", "register", "numb", "thaw"
- The concept of coldness and its relation to temperatures and degrees may cause difficulties for some students.

### Introducing Students to the Text

- Introduce the title. Ask the students what they think the article will be about.
- Distribute the Journals, allowing the students to briefly preview the photographs and check their predictions.
- Locate Kaiteriteri Beach on a map of New Zealand.
- "If it's going to be a 'Polar Bear' swim, when might this happen?"
- "What happens to our bodies in very cold water?" Chart the students' responses. Ask them to read the entire text to see if they can add to this chart.

### After the Reading: Responding to the Text

Possible focuses for discussion

- "What happened to the children's bodies? Can we add to the chart?"
- "Why did they enter the midwinter swim? Find the part(s) that tell(s) you why."
- "Why did the writer choose this title? Can you think of another suitable title?" (Use a "think, pair, and share" technique to develop responses.) List the titles suggested by the students.
- Draw the students' attention to the use of present tense using these sentences as examples: "The sea looks cold. The water temperature is 13 degrees." Model these sentences in the present and the past tense and discuss the differences between the two tenses.

## Suggested Activities

You could select from the follow-up activities below. You may need to work with the group for some of these activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Listening Expressive or Transactional Writing <ul style="list-style-type: none"> <li>thinking critically</li> <li>processing information</li> </ul>	<ul style="list-style-type: none"> <li>interact with others.</li> <li>identify, select, record, and present information.</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm a list of animals of the polar regions and, in pairs, use the Internet and/or the library to find out how one of these polar animals keeps itself warm. They could share their findings with the group orally or by drawing up a Fact Chart that could be displayed.</li> </ul>
Presenting <ul style="list-style-type: none"> <li>thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>use verbal and visual features to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>select one of the other possible titles for this text, as discussed earlier, and draw a cover page to go with the title. These cover pages could be displayed around the classroom.</li> </ul>
Interpersonal Listening Poetic Writing <ul style="list-style-type: none"> <li>exploring language</li> <li>thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>interact with others in a group to express meaning in a written text.</li> </ul>	<ul style="list-style-type: none"> <li>using strips of paper, as a group, construct a co-operative poem based on the line "Cold is ..." with each student contributing two lines. You will need to encourage the students to think about the best words to use and the best order for the lines.</li> </ul>
Interpersonal Speaking <ul style="list-style-type: none"> <li>thinking critically</li> <li>processing information</li> </ul>	<ul style="list-style-type: none"> <li>talk about events and interpret and present information.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, research, record, compare, and discuss the different temperatures of a range of items, for example, boiling water, freezing water, tap water, the school pool, body temperature. The students could put their results on a chart to display on the classroom wall.</li> </ul>

### Links with Other *School Journal* Titles

"How Cold is Cold?" 3.1.91; "Penguin Walkers" 2.3.87; "Snow Houses" 1.4.88

### *School Journal* Catalogue Categories

Antarctic Regions  
Swimming  
Winter

### Cross-curricular Links

Science: Making Sense of the Living World  
Science: Making Sense of Planet Earth and Beyond  
Mathematics: Measurement

### Associated Websites

Hypothermia in the Water  
<http://hypothermia.org/inwater.htm>  
The Shortest Day – information for teachers  
[http://www.aspirations.com/Alaska\\_Science\\_Forum/Living%20In\\_The\\_North/shortest\\_day.htm](http://www.aspirations.com/Alaska_Science_Forum/Living%20In_The_North/shortest_day.htm)

# Bus Driver

by Henare Everitt

## Overview

In this photo-article, a woman bus driver shares the details of her job. Aspects of the driver's day include an early start, checks made before leaving the depot, the range of people encountered, the care needed in busy traffic, and enjoyment of a tea break. The repetitious nature of the job is alluded to in the final sentence.

## Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

- The use of photographs to convey meaning
- The form of the narrative, written in the first person and using the present tense
- The large number of contractions, for example, "it's", "there's", "let's", "everything's"
- The layout of the text, which includes vertically arranged lists
- The use of commas to break up a list (paragraphs 6 and 7)
- The use of photographs with captions superimposed
- The use of ellipsis in paragraphs 4 and 5.

## Readability

Noun frequency level: 8.5–9.5 years

## Supports and Challenges

The aspects outlined below could constitute either supports or challenges for individual readers.

- The photographs support the text.
- Some students will be able to relate to this text with their own experiences of bus travel or from knowing someone who has been/is a bus driver, but other students may not be familiar with bus travel.
- The text is arranged in manageable chunks.

- Concepts and words that some students may find challenging: "work shift", "fuel", "tyre pressures", "route", "culture", "pedestrians", "sirens", "journey"

## Introducing Students to the Text

- Introduce the text by using the following words: "job", "tickets", "schoolchildren", "traffic" and asking the students to predict what they think the text will be about. Use a "think, pair, share" technique for group discussion.
- Distribute the Journals and allow the students to browse through the photographs, checking their predictions in pairs.
- Ask the students to close the Journals and suggest what a bus driver's job might involve. Chart the students' responses on a "Bus Driver" chart.
- Revise decoding strategies. "What will you do if you meet a tricky word?"
- Set a purpose for the reading. Ask the students to read the first six paragraphs, including the captions with the photographs, up to "... they wait for me to take them wherever they want to go" to find out what else a bus driver does.

## During the Reading

- Add to the "Bus Driver" chart.
- Clarify any challenging vocabulary or concepts.
- Direct the students to finish reading the article and to think about what kind of person would make a good bus driver.

## After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss and record, in a list using commas, the attributes that the students suggest are necessary for a good bus driver.
- Draw the students' attention to the commas you have used and ask "Why have I used these commas?" Direct them to find examples of lists with commas in the text.

- “Who is giving this information? Find the words in the text that tell us.” Draw the students’ attention to the personal pronouns I, my, and me. (Lead the students to realise that Henare Everitt is not the bus driver.)

## Suggested Activities

You could select from the follow-up activities below. You may need to work with the group for some of these activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Transactional Writing • exploring language • thinking critically	<ul style="list-style-type: none"> <li>• identify and express meaning in written text.</li> <li>• interpret information.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, examine job advertisements in the local newspaper and plan and write an advertisement for a bus company seeking a new driver.</li> </ul>
Close Reading Viewing Transactional Writing • thinking critically • processing information	<ul style="list-style-type: none"> <li>• understand and use a specific type of text (bus timetable).</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the features of a bus timetable with the teacher and, as appropriate, use a local bus or train timetable to plan a class trip to and from the library, a museum, or a local place of interest.</li> </ul>
Expressive Writing • exploring language • thinking critically	<ul style="list-style-type: none"> <li>• organise text using a common convention of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• make a list, using commas, of the tasks they have to do before coming to school each morning.</li> </ul>

## Links with Other *School Journal* Titles

“A Clown Called Smiler” 1.4.84; “What Happened to Matiu?” 3.3.92 (and on tape – item no. 92333 side 2); “The Mārahau Bus Kids” 1.3.98 (and on tape – item no. 98167 side 2)

## School Journal Catalogue Categories

People at Work  
Buses

## Cross-curricular Links

Social Studies: Resources and Economic Activities

## Associated Websites

People Who Help Us – a variety of people working in and outside the school, including a school bus driver

[http://www.knockevin.dnet.co.uk/people\\_who\\_help\\_us.htm](http://www.knockevin.dnet.co.uk/people_who_help_us.htm)

# The Ducks Dip Out

## by Diana Noonan

### Overview

The ducks' carefully hatched plans go awry when a family of swans arrives at a picnic spot. It's back to water bugs for the ducks as the swans move in on the leftover picnic food. This play requires a large number of actors and would be suitable for performing for another group.

### Features to Consider in Context

The features outlined below could constitute either supports or challenges for individual readers.

- Animal characters with human qualities that give the play a humorous appeal
- The three groups of characters, who interact only with members of their own group
- The use of bold text for emphasis, for example, "I just love peanut butter!"

### Readability

Noun frequency level: 8.5–9.5 years

### Supports and Challenges

The aspects outlined below could constitute either supports or challenges for individual readers.

- The familiar conventions of a play are followed: characters are listed in block capitals, italics are used for stage directions and directions for specific characters are in brackets.
- The experience of feeding ducks at the park is one that many students will relate to.
- Most of the vocabulary is within the range of most students' experience.
- Words and concepts that some students may find challenging: "chocolate lamingtons", "hobbles", "limp", "lame"
- The concept of animals planning to fool humans, which may be a new idea for some students

### Introducing Students to the Text

- Discuss with the students any experiences they

may have had with feeding ducks or other birds. "What do the birds do when you throw food for them? How do the birds act towards each other?"

- Introduce the title. "What do you think this title means?" Ask the students to look at the list of characters and think about what the title might mean.
- Set a purpose for the reading. Ask the students to predict how the ducks might encourage the picnickers to feed them. Get them to read up to "FATHER DUCK. Move up to the table."

### During the Reading

- Check the students' predictions and work with them to identify the tricks that the ducks are going to use, providing supporting evidence from the text.
- Have the students work in pairs and ask them to mime the broken wing and the limp.
- "Why did the ducks do this?" "How would you feel if you saw a duck with a broken wing?"
- "Read to the end of the play and find out whether the ducks' tricks worked."

### After the Reading: Responding to the Text

Possible focuses for discussion

- Reflect on the title. "What happened to the ducks?"
- Draw the students' attention to the bold print and ask them why these words are printed in bold. With the students working in pairs, ask them to read some of the pieces of dialogue that contain words in bold print.
- Talk about the three groups of characters. "What could the picnickers have been doing while the ducks were planning and rehearsing their tricks?"
- Assign roles, splitting the group into three.
- Discuss with the students what props they would need if they were going to perform the play.



## Suggested Activities

You could select from the follow-up activities below. You may need to work with the group for some of these activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts	<ul style="list-style-type: none"> <li>read fluently and on cue in informal situations.</li> </ul>	<ul style="list-style-type: none"> <li>practise reading the play in their assigned roles in the three character groups.</li> <li>as a group, practise reading the play together.</li> </ul>
Expressive Writing • thinking critically The Arts	<ul style="list-style-type: none"> <li>use personal experience to draw up a list.</li> <li>represent objects with modelling clay.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, make a list of different picnic food.</li> <li>make picnic food using modelling clay.</li> </ul>
Presenting • thinking critically	<ul style="list-style-type: none"> <li>use a simple layout to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>make character labels to wear in their assigned roles.</li> </ul>
Using Texts Presenting • thinking critically	<ul style="list-style-type: none"> <li>read aloud with expression to an audience.</li> <li>communicate ideas using drama.</li> </ul>	<ul style="list-style-type: none"> <li>as a group, perform the play to the rest of the class.</li> </ul>
Personal Reading	<ul style="list-style-type: none"> <li>select texts and read for enjoyment.</li> <li>practise reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>use the <i>School Journal</i> resources, the library, and/or the Internet to find other humorous plays and stories about animal behaviour to read.</li> </ul>

## Links with Other *School Journal* Titles

“Bully” *Junior Journal* 13; “Ducks and More Ducks” 2.3.87; “Happy Hens” 1.3.97; “Old Rooster and Little Rooster” 1.4.99

## *School Journal* Catalogue Categories

Animal Behaviour  
Ducks  
Humorous Plays

## Cross-curricular Links

Science: Making Sense of the Living World

## Associated Websites

See the sites suggested for “A Present from Pudding”.

# The Sparrow

## by Alan Bagnall

### Overview

This poem captures beautifully the tentative movements of a sparrow enticed by the prospect of a delectable morsel. Something frightens the sparrow, and it retreats. "Safety first" might be its motto!

- You could read the poem to the students, and during a second reading, the students could mime the sparrow's movements.
- The class could scatter breadcrumbs in the playground and watch what happens when the birds come.
- The poem could be a springboard for further learning about birds and/or the feeding habits of birds.

### Focus for Discussion

(if you decide to explore the poem further)

Thinking Critically

- "What is boldness?"
- "How does the sparrow know that it's in danger?"
- "What might have scared the sparrow?"
- "The 'starting post' – what might that be?"
- The students could create a comic strip, making thought bubbles for the sparrow as it hops along, stops in fear, and perches back at the starting post.

Exploring Language

- The title is part of the poem.
- Repetition and punctuation (the use of ellipses, the dash, and the exclamation mark) help build suspense as the sparrow hops closer to the crumb.
- Rhyming words in the last two verses
- Verses that vary in length.

### Links with Other School Journal Titles

"The Bird Café" *Junior Journal* 20 (Tape 10002 Side 1); "Feeding Time" *Junior Journal* 16; "Let's Make a Bird Ball" 2.2.94

### School Journal Catalogue Categories

Birds

### Cross-curricular Links

Science: Making Sense of the Living World

### Associated Websites

80 years in New Zealand – How Sparrows Came to New Zealand

[http://www.geocities.com/hanson\\_allen/docs/80yearsinnz2.html](http://www.geocities.com/hanson_allen/docs/80yearsinnz2.html)

Poet's Pantry – Classroom Activities

<http://www.virtualblackboard.com/modules/lang/poet/poet-ca.htm>

Writers' Window – students can publish their work and read work by other students.

<http://english.unitec.ac.nz/writers/home.html>