



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Teachers' Notes

Part 2

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Contents

Title	Author	Text type	Page number
Lord Darkflung's Challenge	Dylan Owen	story	5
Three of the Best: a story from the 1970s	Annie Oliver	story	7
The Three Parrots	Irene Swadling	story	9
Feathers	Nanda MacLaren	article	11
Making Takihi	John Hart	article	14
Popeye to the Rescue	Anna Kenna	article	16
Watching Wildlife	Janice Marriott	play	18
Lifeboat	Diana Noonan	poem	20

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

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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.

Lord Darkflung's Challenge

by Dylan Owen

Overview

Tom, Anna, and Sophie successfully combine forces when they accept a challenge from their actor father. Despite the threats and obstacles set up by the evil wizard, the children overcome all difficulties in their quest for the delectable treasure. This story is humorous, but it has the added appeal of children outwitting a powerful grown-up.

Features to Consider in Context

- The elements of fantasy and drama in a context of reality, for example, everyday objects like the floor, couch, and fridge becoming places of fantasy
- The contrast between the dramatic language used by Darkflung and the natural speech patterns of the children: “‘What’s happening, Dad?’ she asked. ‘Why are you talking in a funny voice?’”
- The use of action verbs: “flashed”, “roared”, “grabbed”, “clambered”, “dragged”
- Illustrations which usually represent the problem-solving situations
- The descriptive imagery: “the burning sea”, “a soft, oily voice”, “the tide rises and boils you alive”.

Readability: Supports and Challenges

Noun frequency level: 10–12 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- Previous reading experiences of a range of texts
- The setting of the lounge with couch and armchairs will be familiar to most students.
- The team effort that is required to problem-solve in play situations

Introducing Students to the Text

- Have the students think, pair, and share about games that they play where they use their imagination.

- Introduce the title of this story. Ask the students what sort of book they think that they might find a character like Lord Darkflung in.
- Tell the students that you will read the first part of the story to them and ask them to identify the challenge.
- Read aloud to “‘You know he got a part in that play as an evil wizard called Darkflung?’”

During the Reading

- Ask the students to clarify the challenge. Have the students provide oral instructions for you to draw a diagram that represents the problem.
- “How would you solve this problem?” “Think, pair, and share your solution.”
- Ask the students to read to “She was trapped on the other side, minutes from being boiled alive” to check their predictions. Ensure that the students do not read on or turn the page.
- Have the students quickly identify the new problem and within the group generate solutions, referring to the diagram as necessary.
- Ask the students to read to the end of the story, checking their predictions again.

After the Reading: Responding to the Text

Possible focuses for discussion

- Compare the students’ predictions with what happened in the story.
- Ask the students for their personal response to this story. What would they like to do as a result of reading this story?
- Have the students close their eyes and ask them to create pictures in their heads of the following:
 1. Lord Darkflung;
 2. crossing the burning sea on a raft;
 3. the tide rising and boiling you alive;
 4. red jewels being released into your power.

“What do you see?” “Share one example with the group.”

- Use the statement “The children didn’t enjoy Lord Darkflung’s challenge. Do you agree or disagree?” “Find the part in the text that supports your view.” Have the students share their ideas in pairs or with the group.

- Prepare the students for a Readers’ Theatre. Distribute highlighters and photocopies of the story, allocate roles, and ask the students to highlight just the speech of their character.

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 Using Texts Presenting	<ul style="list-style-type: none"> • communicate meaning, reading fluently with expression. 	<ul style="list-style-type: none"> • practise reading their character parts individually and as a group for Readers’ Theatre.
Poetic Writing <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • write, using vocabulary appropriate to the genre. 	<ul style="list-style-type: none"> • in pairs, write dramatic language to continue Lord Darkflung’s last challenge, “You seek the magic potions ...”.
Interpersonal Listening and Speaking Presenting <ul style="list-style-type: none"> • thinking critically 	<ul style="list-style-type: none"> • problem-solve, showing how words and images combine to make meaning in a diagram. 	<ul style="list-style-type: none"> • in pairs, generate a solution, using different materials, to meet Darkflung’s last challenge and present the solution in diagrammatic form to the group.
Viewing Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • use visual text to gain and apply meaning. 	<ul style="list-style-type: none"> • issue Darkflung’s challenge to another group and ask that group to work through the solution, using the diagram that the students have created earlier and possibly using physical education gear.
Personal Reading	<ul style="list-style-type: none"> • read for enjoyment; • practise reading strategies. 	<ul style="list-style-type: none"> • read further fantasy stories that involve wizards and magic.

Links with Other School Journal Titles

Problems? Solved! (SJSJ 1998); “Windy Nights” 2.3.98; “Alien” 2.2.95

School Journal Catalogue Categories

Co-operation
Fantasy

Cross-curricular Links

Mathematics: Problem Solving
The Essential Skills: Problem-solving Skills

Associated Websites

Problem Solving for Kids
<http://www.awod.com/gallery/rwav/bbacker/pskids.html>

Information Problem Solving

<http://www.big6.com/resources.htm>

Three of the Best: a story from the 1970s

by Annie Oliver

Overview

Discipline in schools in the 1970s was somewhat different from that of today. This short recount tells of one instance when punishment was handed out that resulted in a miscarriage of justice.

Features to Consider in Context

- The underlying concept of power and formality that marks the teacher-pupil relationship
- The structure of the text as a recount with events sequenced chronologically
- The use of the past tense
- The illustrations which depict features of the period: clothing, classroom, furniture
- The use of short paragraphs and simple and compound sentences

Readability: Supports and Challenges

Noun frequency level: 7.5–8.5 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- The length of the text and the simple sentence structures
- Prior knowledge of classroom behaviours
- The different style of maintaining discipline in the 1970s
- Words and concepts that some students may find challenging: “three of the best”, “jiggling”, “glaring”, “bellowed”, “shuddered”, “gasp”, “hastily”, “corridor”

Introducing Students to the Text

- Ask the students what “three of the best” might mean. Use a think, pair, share technique and chart the responses if the students come up with a variety of meanings.
- Discuss with the students how long ago their parents were at primary school and what the students know about what happened to their parents at school if they were naughty. Discuss

what happens nowadays when students are naughty at school. Chart the students’ responses under the headings Now, Then.

- Revise decoding strategies: “What will you do if you come to a tricky word?”
- Distribute the Journals and introduce the title. Preview the illustration on pages 18–19 with the students. “What do you notice about this classroom that is different from ours?”
- Set a purpose for reading. “Find out if your ideas about ‘three of the best’ are the same as the ideas in this story.” Ask the students to read to “We knew that it really hurt.”

During the Reading

- Discuss the students’ predictions and the meaning of “three of the best” in this story.
- Ask if any words have been tricky for students. Clarify vocabulary and meanings, for example, “Show me how you would shudder.”
- Read to the end of the story. “Imagine that you are Tim. What would you say to your parents about what happened at school?”

After the Reading: Responding to the Text

Possible focuses for discussion

- Share the imaginary conversations with parents among the group.
- Discuss what happened to Tim. Refer to the Now/Then chart started earlier and add any other appropriate responses.
- Ask the students to work in pairs to role-play Tim’s conversation with Mr Stewart so that there would be a different outcome.
- “What will happen next?”
- Use the words jiggling, writing, trickling, and their root words to draw the students’ attention to the dropping of “e” when adding “ing”.

Suggested Activities

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

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts Listening to Texts • thinking critically	• clarify meaning and deepen understanding.	• in pairs, choose two of the characters and role-play the conversations, after the events in this story, between: <ul style="list-style-type: none"> • Mrs Hawke and Mr Stewart, • Mr Stewart and Tim, or • Mr Stewart and Tim's mother.
Close Reading • exploring language	• use common conventions of spelling.	• list verbs from the text, their root words, and their present participles (verbs ending in "ing") for example: <u>Text verb</u> <u>Root word</u> <u>Participle</u> squeezed squeeze squeezing realised bundled dared
Interpersonal Speaking Expressive Writing • thinking critically • processing information	• converse and ask questions; • interpret and present information.	• obtain a cross-section of views (a vox pop) by asking a range of people (such as a grandparent, a neighbour, a brother) for their opinions on the statement: "Schools today are soft on discipline." The responses could be presented and shared with the class.

Links with Other *School Journal* Titles

"Air Raid Shelters" 1.2.85; "Farm Trip" 2.4.85; "The Game" 3.1.91; "The Giggle" *The Secret Lake* (JYPW 1995); "Love from Simon" 1.4.96; "No Sharks, Please!" 1.3.93; "Shona Wilson's New Tennis Ball" 2.3.94; "Who Gets Tiger?" 1.4.86

School Journal Catalogue Categories

Life in Other Times
Schools

Cross-curricular Links

Social Studies: Time, Continuity, and Change
Health and Physical Education: Relationships with Other People

The Three Parrots

by Irene Swadling

Overview

This “modern legend” explains how the New Zealand parrots, Kākāpō, Kea, and Kākā, came to inhabit their particular environments. The theme of arguments between siblings should appeal to the students.

Features to Consider in Context

- The personification of the birds
- The mixture of English and Māori words
- The extensive use of dialogue
- A narrative told in the form of a legend
- Indentations on the coloured background of the text which emphasise the paragraphs
- The use of strong action verbs, for example, “boomed”, “screeched”, “choked”, “boasted”, “scoffed”, “squawked”, “thundered”.

Readability: Supports and Challenges

Noun frequency level: 8–9 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- The conventions of direct speech, which assist readers’ understanding of the text
- Concepts that some students may find challenging: vain, boastful, scoffed, strutting, hunched, undergrowth
- Words that some students may find challenging: “squabbled”, “boasted”, “squawked”, “ruining”, “rustled”, “shrieking”

Introducing Students to the Text

- Ask the students to reflect on an argument that they might have had with a brother, a sister, or a friend. Have them use a think, pair, and share technique to discuss experiences.
- “What kinds of voices did you use while you were arguing?” Chart the students’ responses.

- “Have you ever heard birds arguing? What sort of sounds do they make?” Add the students’ responses to the chart that you made after the previous question.
- Introduce the title of the story and explain that this is a modern legend about the native birds Kea, Kākā, and Kākāpō. Allow the students time to view the illustrations.
- Set a purpose for the reading. Find out what the problem is between Tahī and Toru and how it affects the other birds. Read to “I’ll try ... won’t listen to me.”

During the Reading

- Discuss the problem and how it affects the other birds.
- “If you were Rua, how would you solve this problem?” Chart the students’ suggestions.
- Ask the students to read to the end of the story, checking where the text matches their suggestions and noting any words that describe how the birds argued.

After the Reading: Responding to the Text

Possible focuses for discussion

- Discuss the solution and compare it with the students’ suggestions offered earlier during the reading.
- “What other strategies could Rua have used to help Tahī and Toru solve their problem?”
- Add the words that describe how the birds argued to the chart that you started before reading.
- Model, by reading aloud with expression, the sentence “‘But look at those ugly brown marks,’ scoffed Toru.” Then ask the students to find and select another piece of dialogue and, in pairs, practise reading it as the birds would have: screeching, squawking, boasting, and so on.

- Prepare the students for a Readers' Theatre. Distribute highlighters and photocopies of the story, allocate roles, and ask the students to highlight just the words that their character speaks.

- Draw the students' attention to the sentence in italics at the end of the story ("*Although this story is written in the form of a legend, it is not one of the traditional legends of Aotearoa.*") and discuss the concepts of traditional and modern legends.

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 Using Texts Presenting	<ul style="list-style-type: none"> • express and communicate meaning, reading fluently and with expression. 	<ul style="list-style-type: none"> • rehearse their character parts individually and as a group for Readers' Theatre.
Presenting	<ul style="list-style-type: none"> • communicate ideas using drama. 	<ul style="list-style-type: none"> • make simple masks (headbands and beaks) to use for Readers' Theatre.
Using Texts • thinking critically	<ul style="list-style-type: none"> • clarify and interpret meaning. 	<ul style="list-style-type: none"> • choose one of the characters and retell this legend to the rest of the group from that character's point of view.
Personal Reading	<ul style="list-style-type: none"> • read for enjoyment and/or information. 	<ul style="list-style-type: none"> • using the library or the Internet, find and read either a legend or information about native birds. Then they could share their findings with a partner.

Links with Other School Journal Titles

"Trees for the Birds" 2.4.97; "Uenuku's Gift" 2.3.99 (tape 99169 side 1); "Nga Mahi a Tane" *Vote for Me* (JYPW 1994); "Mrs Grizzle and the Eagle" 1.1.97; "Kakariki" 2.1.88

School Journal Catalogue Categories

Native Birds
Māori Legends

Cross-curricular Links

Social Studies: Social Organisation
Health and Physical Education: Relationships with Other People
Science: Making Sense of the Living World

Associated Websites

Kākāpō Recovery Programme: Find out why the kākāpō is endangered and about the recovery plan that is under way to save it.

<http://www.kakaporecovery.org.nz/kids/index.html>

The Kākāpō: the largest and most endangered parrot on Earth

<http://www.bigjude.com/Page8.html>

Kea: New Zealand's Mountain Parrot

<http://www.doc.govt.nz/cons/native/kea.htm>

The New Zealand Kākā

<http://www.parrot.co.nz/Parrot/Parrot.NZ.articles/article-kaka.html>

Feathers

by Nanda MacLaren

Overview

This article explains how birds grow feathers. It would support a study about birds as part of the science programme. The book *Birds: Structure, Function, and Adaptation*, Book 3 in the Ministry of Education's Building Science Concepts series, will provide you with more background information on the structure of birds and birds' adaptations for various environments.

Features to Consider in Context

- An explanatory text, with a question in the first paragraph followed by a definition of feathers, which includes their component parts
- The explanation of the growth and functions of feathers, provided in the body of the text
- The use of the present tense
- The language features of subject-specific vocabulary and of words that signal explanation, for example, "When", "If"
- The labelled diagrams of a flight feather
- The concluding paragraph, which provides some interesting facts about this particular parrot, Fern.

Readability: Supports and Challenges

Noun frequency level: 9.5–10.5 years

Suggested level: 10–11 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- If possible, have some feathers for the students to look at and touch.
- The concepts of growth and preening may be challenging for some students.
- The diagram of feathers will support the meaning of subject-specific vocabulary.
- Subject-specific words that some students may find challenging: "barbs", "central shaft", "quill", "keratin", "barbules", "substance"

Introducing Students to the Text

- Relate to the students' prior knowledge and experience of young birds by asking: "Has anyone ever seen a baby bird?" "What did it look like?" "How do you think baby birds get their feathers?"
- Explain that they are going to read an article about how feathers grow. Ask them what they might expect to find in the article (photographs, diagrams, specialist vocabulary). Make a chart of the students' responses.
- Ask the students what they would like to find out about feathers. Display any feathers that you have for the students to look at. Allow time for the students to think about and discuss the subject before they pose questions, which can be charted for reference later.
- Distribute the journals. Allow time for the students to view the photographs; direct their attention to the labelled diagram.
- Set a purpose for reading. Ask the students what they might have in common with birds. Have them share their predictions and then ask them to read the first four paragraphs up to "... and hooves are made of" to check their predictions.

During the Reading

- Check the students' predictions.
- Clarify any vocabulary or concepts that may be causing difficulty.
- Ask the students to read to the end of the article to see if they can find answers to their questions.

After the Reading: Responding to the Text

Possible focuses for discussion

- Provide the opportunity for the students to look at feathers through magnifying glasses and then to discuss what they see. Ask them to find the part in the text that explains what they are looking at.

- Ask if anyone’s questions have been answered. Share the responses by getting the students to read out the relevant excerpts from the text.
- “What is the purpose of this article?” (It explains how feathers grow.) “What words help to do the explaining?” Refer to subject-specific vocabulary and words like “When” and “If”, which signal explanation.

- Refer to the chart about articles that you started before the reading. Ask the students if this article has any of these features and if it has any other features. Add any further responses to the chart.
- Ask the students if they have heard of such sayings as “a feather in one’s cap” or “as light as a feather”. Discuss the meanings of these phrases. “What have they got to do with birds’ feathers?”

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>
Personal Reading	<ul style="list-style-type: none"> • read for enjoyment. 	<ul style="list-style-type: none"> • read the “modern” legend “The Three Parrots” or the poem “Lifeboat” in this journal.
Close Reading Transactional Writing Presenting <ul style="list-style-type: none"> • processing information • thinking critically 	<ul style="list-style-type: none"> • locate, select, and organise appropriate information; • combine verbal and visual elements to communicate ideas. 	<ul style="list-style-type: none"> • in pairs, use <i>Journal Search</i>, the library, or the Internet to investigate some other aspect about birds, for example, flight, nests, feeding habits, and beaks, and then present their findings in a graphic form.
Viewing Presenting	<ul style="list-style-type: none"> • observe closely to gain and present information. 	<ul style="list-style-type: none"> • complete observational drawings, using the feathers provided during the session with the text. These drawings could be labelled and displayed.
Close Reading <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • develop their understanding of words. 	<ul style="list-style-type: none"> • in pairs, use dictionaries to find the meanings of words and phrases related to feathers, for example: feather-brain, featherweight, feather bed, “feather one’s nest”, “in fine feather”. The pairs could then share their findings with the group.

Links with Other *School Journal* titles

“What Are They Doing?” 3.1.95; “Dotterel Chicks” 2.2.98; “The Crashing of Kereru” 1.1.87; “Let’s Make a Bird Ball” 2.2.94; “The Secret Nest” 1.1.89; “A Feather in Her Cap” 3.3.91

***School Journal Catalogue* Categories**

Birds
Natural Science

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites

Keeping feathers ready for take-off!
<http://www.wbumadison.com/nest2/attracting%20birds/birds/biology/feather2.html>

Making Takihi

by John Hart

Overview

This is an example of a procedural text that is written partly as a recount. It describes the preparation and cooking of a special Niuean dish, takihi.

Features to Consider in Context

- The features of instructions: the title, which identifies the goal; a list of ingredients; step by step instructions; and a concluding comment
- Cropped photographs which accompany the text
- The instructions embedded in a recount form.

Readability: Supports and Challenges

Noun frequency level: 8.5–9.5 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- The students' background experiences and their degree of familiarity with Niuean food and culture
- The photographs
- The text is a manageable length.
- The Niuean words, for example, taro, takihi, the child's name, Uata
- Words and concepts that some students may find challenging: "ingredients", "Celsius"

Introducing Students to the Text

- "Has anyone tasted ... bananas? ... pawpaw? ... taro? ... coconut cream? Do you know where these foods are grown?"
- Explain to the students that these foods can be used to make a Niuean dish called takihi. Locate Niue on the map.
- Distribute the journals and allow time for the students to preview the photographs.
- Ask the students what they think is happening in each of the photographs.

- Ask them to read the text and decide what has to be done to make takihi.

After the Reading: Responding to the Text

Possible focuses for discussion

- Have the students work in pairs to retell, in sequence, what steps are followed to cook takihi.
- Display an enlarged copy (A3) of the text from "Uata spread out fresh banana leaves on the cooking area."
- Ask the students what parts of the text explain what to do and highlight those parts, for example, "spread out fresh banana leaves", "peel and slice the taro and pawpaw", "spread the slices in layers on top of foil and fresh taro leaves".
- Discuss the use of action verbs at the beginning of instructions, for example, "spread", "peel".
- "What else could we do to make the instructions clear?" (bullet points, numbers, list)

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 <ul style="list-style-type: none"> exploring language processing information 	<ul style="list-style-type: none"> identify the instructions in the text and organise them in a logical order. 	<ul style="list-style-type: none"> in pairs, finish writing instructions for making takihi.
Close Reading <ul style="list-style-type: none"> critical thinking 	<ul style="list-style-type: none"> respond to a meaning in a practical way. 	<ul style="list-style-type: none"> use the instructions to make takihi.
Close Reading Interpersonal Speaking <ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> locate, select, and present information. 	<ul style="list-style-type: none"> using <i>Journal Search</i>, the library, and the Internet, research more about food and life in Niue. They could then share their findings with others in the class.

Links with Other *School Journal* Titles

“Making an Umu” *The Wockagilla* (JYPW 1999);
 “Catching Coconut Crabs” 1.5.92; “What Holds the Sky Up?” 1.4.93

School Journal Catalogue Categories

Niue Island

Cross-curricular Links

Social Studies: Place and Environment
 Technology

Associated Websites

Niue
http://www.pacificislandtravel.com/niue/about_destin/lifestyle.html

Popeye to the Rescue

by Anna Kenna

Overview

This entertaining yet factual account of the antics of a parrot that belongs to the Auckland Volunteer Coastguard contains some interesting facts about the rescue service.

Features to Consider in Context

- A transactional text that uses informal language, for example, “hang out”, “bad attitude”, “good guys”, “stickybeak”
- The use of the present tense
- Cropped photographs that accompany the text
- The colours which form backgrounds for the text; green - informal language, blue - more formal language.

Readability: Supports and Challenges

Noun frequency level: 9.5–10.5 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- The use of the vernacular in the main body of the text, for example, “hang out”
- The universal appeal that pets hold for children
- Words and concepts that some students may find challenging: “attitude”, “volunteer coastguard”, “Consort”, “launched”, “lorikeet”, “certificate”, “radio handset”, “coastguard headquarters”, “mimics”, “cutlery”
- The use of the apostrophe for contractions, such as “isn’t”, “he’s”
- The use of the apostrophe to indicate possession, for example, “Nancie Reiher’s”, “people’s minds”

Introducing Students to the Text

- “Who has heard of the character Popeye?” Discuss the title. “What might Popeye do?” (Relate to or build on students’ prior knowledge about Popeye; the cartoon character and the song.)

- Read the first two paragraphs to the students.
- Ask the students: “What might the job of the coastguard be?” “What do you want to find out about the coastguard?” Chart their questions.
- Distribute the Journals and allow the students time to preview the photographs.
- “Why do you think Popeye is on board with Graham and Nancie?” Ask the students to read up to “Soon Consort and her crew are speeding to help” to check their predictions about Popeye.

During the Reading

- Clarify what role Popeye has as a member of the crew and ask the students to compare what they find with their predictions.
- Ask the students which parts of this article were tricky and clarify any difficulties they have had with vocabulary or concepts.
- Have the students read to the end of the article to find answers to their questions that you had charted earlier.

After the Reading: Responding to the Text

Possible focuses for discussion

- Ask the students, “Who has found the answer to their question?” Get them to share these answers with the group, rereading from the text where appropriate.
- Ask the students where they could locate information for any unanswered questions.
- Direct the students’ attention to the boxed text and ask, “What else have we found out about the volunteer coastguard?”
- “What are some other questions we could ask about the coastguard?” (Telephone books in port regions list a call-free coastguard education number.)
- Get the students to find parts in the text that tell about the cheeky things that Popeye does and share these within the group.

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 <ul style="list-style-type: none"> processing information exploring language 	<ul style="list-style-type: none"> locate, select, and organise relevant information. 	<ul style="list-style-type: none"> as a group, using the library or the Internet, find out more about rainbow lorikeets or other parrots. Then they could make a fact chart, using bullet points, to present their findings to the class.
Interpersonal Listening and Speaking Close reading <ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> interpret, organise, and present appropriate information. 	<ul style="list-style-type: none"> use the telephone book or the Internet to locate further information about the coastguard for unanswered questions. Then they could make an oral presentation of the information they have obtained.
Close Reading Viewing and Presenting	<ul style="list-style-type: none"> use verbal and visual features to respond to and communicate meaning. 	<ul style="list-style-type: none"> make a parrot shape, using collage material and information from the text. Surround the collage parrot with a rainbow background, recording Popeye's exploits and antics on the rainbow.

Links with Other *School Journal* Titles

"Buttercup" *Junior Journal* 18 (tape 99111 side 2); "Shipwrecked Journals" 2.3.99; "School Trip on the Black Rover" 4.3.91; "K9 Search and Rescue" 2.1.96; "Adventure at Sea" *The Terrible Half Pipe* (JYPW 1992) (tape 92381 side 1)

School Journal Catalogue Categories

Disasters
Sea
Shipwrecks

Cross-curricular Links

Science: Making Sense of the Living World
Social Studies: Social Organisation

Associated Websites

New Zealand Police – Search and Rescue
<http://www.police.govt.nz/service/sar/?showservices=1>

The rainbow lorikeet
A printout for students to colour.
<http://www.enchantedlearning.com/subjects/birds/printouts/Rainbowlorikeet.shtml>

Department of Conservation: The rainbow lorikeet as a pest in New Zealand
<http://www.doc.govt.nz/cons/pests/lorikeet.htm>

Watching Wildlife

by Janice Marriott

Overview

The reversal of the roles of humans and birds in this play, where “tourist” birds observe human behaviour, presents a different point of view in an entertaining and humorous way. This play would be suitable to use with older students.

Features to Consider in Context

- The personification of the birds
- The point of view presented by birds studying human behaviour
- The conventions of a play: a list of characters in capital letters, stage directions in italics, and dialogue for each speaking character
- The formal language of Tūi, the park ranger
- The informal language and natural speech patterns used by the “tourist” birds and the children.

Readability: Supports and Challenges

Noun frequency level: 9.5–10.5 years

- The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.
- The structure of a play
- The concepts behind the birds’ observations of human behaviour
- The humour presented by the reversal of roles
- The students’ own knowledge of bird behaviour and tourist behaviour
- The students’ knowledge of the life cycles of both birds and humans
- The names of the birds
- Words and concepts that some students may find challenging: “National Park”, “park ranger”, “endangered”, “distinctive”, “nocturnal”, “unpredictable”, “disturb”, “camouflage”

Introducing Students to the Text

- Ask the students where large numbers of native birds might be seen. Introduce the idea of national parks and ask the students if anyone has visited a national park. “What sort of people go there? Why do they go?” (Discuss people who visit and people who work in national parks.)
- “If you were to observe birds in a national park, what do you think you would be looking for?” “How would you behave?” Ask the students to think, pair, and share their views.
- Share the students’ responses within the group, charting key words under the headings Observing, Behaving.
- Introduce the title of the play and ask the students to predict what wildlife might be found in a national park. Ask the students to read up to Child 3 saying “Anyone got an Easter egg left?” to check their predictions.

During the Reading

- Discuss the students’ predictions and the unexpected nature of the wildlife.
- Clarify any vocabulary that is causing difficulty, including the names of the birds.
- Clarify that the students understand that the birds are tourists – there to observe the “animals” (humans’) natural behaviour.
- Ask the students to predict what kinds of behaviour those might be. Share the predictions within the group.
- Ask the students to work in pairs to think of a question that a bird might ask about the “wildlife”. Ask the students to read to the end of the play to clarify their predictions and find out if their bird questions are answered.

After the Reading: Responding to the Text

Possible focuses for discussion

- Ask the students to identify the part of the play (just the lines of dialogue) that they enjoyed the most and share it with a partner, saying why they enjoyed this dialogue.
- Clarify predictions about the humans' behaviour.

- “What sorts of things did the birds observe the humans doing?” “Did anyone have their question answered?”
- Return to the Observing/Behaving chart. “Did the birds make observations similar to these?” “How did the tourist birds behave?”
- Ask the students if they would like to perform the play and what props, scenery, and costumes might be needed.

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 Viewing • processing information	• locate, retrieve, record, and use specific information.	• using the library and/or the Internet, research information about each of the birds presented in the play. They could also identify particular bird calls to use when performing the play.
Presenting • processing information	• represent their findings in a visual form.	• use the information they researched earlier to make simple masks, which could be worn during the play to assist with characterisation.
Using Texts	• read aloud with fluency and expression.	• practise reading the play several times as a group.
Presenting	• use stage directions and work co-operatively.	• present the play to an audience after practising to achieve an acceptable presentation level.

Links with Other School Journal titles

“Kate Cuckoo, the Birds’ Doctor” 3.1.92; “The Hungry Blackbirds” 1.4.90; “Feeding the Kakapo” 2.3.92; “Dr Orbell Finds ‘Extinct’ Takahē!” *Junior Journal* 12; “Kiwi Dog” *Junior Journal* 10; “Mystery Creatures of New Zealand” 3.3.97; “Trees for the Birds” 2.4.97; “The Ducks Dip Out” 1.3.01

School Journal Catalogue Categories

Birds
Humorous Plays

Cross-curricular Links

Science: Making Sense of the Living World
Social Studies: Place and Environment

Associated Websites

Easter eggs
<http://www.holidays.net/easter/eggs.htm>
Native species of New Zealand
<http://www.doc.govt.nz/cons/native/native.htm>
Information about the moa
<http://www.enchantedlearning.com/subjects/birds/printouts/Moa.shtml>
Information about the kiwi
<http://www.kiwicare.com/bird.htm>

Lifeboat

by Diana Noonan

Overview

This poem is an example of free verse. It uses imagery and alliteration to describe how a feather becomes a lifeboat for a ladybird.

- Brainstorm with the students what other objects insects could use as a lifeboat.
- Read the poem aloud, twice if necessary, while the students listen with closed eyes. Ask the students, in pairs, to share the pictures they have in their heads.
- Show the picture in the journal and discuss the similarities and differences with their own mental pictures.

Focus for Discussion

If you decide to explore the poem further:

Exploring Language

- Ask the students to listen carefully while you read the poem again. “What do you notice about the way the words are put together?”
- Discuss the students’ responses. Discuss the alliteration, rhyme, rhythm, and repetition.

Thinking Critically

- “What other natural materials could insects use for lifeboats?”
- Find a range of natural materials and take them to a stream, pool, or large container of water to see if they would make suitable lifeboats for insects.

Links with Other *School Journal* Titles

“Bugs, Bugs, Bugs” 1.3.97; “The Casemoth” 1.5.89; “Dragonfly” 2.1.98; “The Cricket” 3.1.92; “The Tiny Ant” 1.4.94; “Clock-a-clay” 2.4.88

School Journal Catalogue Categories

Insects

Cross-curricular Links

Science: Making Sense of the Living World
Technology