

What's for Breakfast?

by June Tangaere

Overview

Tama's really looking forward to breakfast. However, on the farm, he finds out that the animals must be fed first. He and Nanny have their reward when they find some eggs for their own breakfast.

Features to Consider in Context

•	The text structured as a simple narrative
•	The predictable structure of the text
•	The use and conventions of direct speech
•	A considerable number of contractions: "they're", "I'm", "What's"
•	The use of natural language.

Readability

Noun frequency level: 7–8 years

Supports and Challenges

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

•	The students' prior experiences and knowledge of farms
•	The vocabulary used is within the reading experience of most students at this level.
•	The length of the text
•	Concepts and words that some students may find challenging: "curtains", "grated corn", "squawking", "carefully", "grace", "delicious".
•	The realistic illustrations that accompany the text.

Introducing Students to the Text

•	Ask the students who gets up first at their house. "Does someone wake you up?" "What happens next?" Ask the students to think, pair, and share their experiences.
•	Introduce the title and ask the students to view the illustrations on pages 2 and 3 to identify the setting and the characters.
•	Ask the students to read to "... we might find something good for our breakfast" to find out what happens at Nanny's house before breakfast.

During the Reading

•	Discuss with the students the similarities and differences between what happens at Nanny's house and their own houses before breakfast.
•	Ask the students to predict what Tama and Nanny might find for breakfast.
•	Ask the students to read to the end of the story to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss with the students whether their predictions match the text.
•	Read the last three sentences aloud to the students and clarify the concept of "grace".

•	Ask “I wonder how they might cook the eggs.” Discuss with the students and list the different ways of cooking eggs.
•	If the students are unfamiliar with story mapping, you may like to use the story to model a story map.

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 Presenting • thinking critically	<ul style="list-style-type: none"> • use verbal and visual features to communicate ideas using layout; • respond to meaning in text. 	<ul style="list-style-type: none"> • in pairs, draw a story map of Tama’s journey around the farm, adding appropriate speech bubbles.
Close Reading Interpersonal Listening Interpersonal Speaking • thinking critically	<ul style="list-style-type: none"> • create a soundscape for this story. 	<ul style="list-style-type: none"> • as a group, reread the story and suggest a range of ideas for how to make sounds to accompany the story, for example, using voice, body percussion, and simple musical instruments.

Links with Other School Journal Titles

“Cow Chook” *Junior Journal 21*; “Feeding Time” *Junior Journal 16*; “Go, ky a flite” 1.2.90; “Happy Hens” 1.3.97; “On the Farm” *Junior Journal 15*; “A Weekend at Gran’s” *Junior Journal 10*; “Finding Breakfast” 1.2.94.

Journal Search Categories

Country Life

Farming

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites

Nutrition Café <http://www.exhibits.pacsci.org/nutrition/> – Where nutrition information is fun!

A Wizard in the House

by Lorraine Williams

Overview

In this play, a wizard arrives at Mike and Sarah's house. He plans to live there and have them look after him. However, Sarah manages to trick the wizard, and *he* ends up looking after *them*.

Features to Consider in Context

•	The conventions of a play: a list of characters provided at the start, characters' names in capital letters, stage directions in italics, directions for specific characters in brackets, and dialogue for each character
•	The use of rhyme in the spells, "Mike, Mum – kittens you become!"
•	The use of ellipses, "Er ... er ... Hello. I'm Mum."
•	The use of conversational language and minor sentences, for example: "Help!", "OK", "Yep".
•	The use of natural language sounds, for example, "Er ... er ...", "Huh?", "Uh-huh."

Readability

Noun frequency level: 7.5–8.5 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 the home setting
•	The vocabulary, which is within the reading experience of most students at this level
•	The concept of the wizard being outwitted
•	Concepts and words that some students may find challenging: "feather bed", "Your Wizardness", "normal".

Introducing Students to the Text

•	Introduce the title. "What might happen if a wizard came to your house?" Ask the students to think, pair, and share their responses.
•	Ask "What do you think this wizard will be like?" You might chart the students' responses in the format of Role on the Wall.
•	(See <i>Drama in the Classroom</i> , page 9.)
•	Ask the students to read silently to the bottom of page 11 to check their predictions.

During the Reading

•	Have the students compare their predictions about the wizard with what has happened in the text, adding to the Role on the Wall chart.
•	"If you were Sarah, what would you be thinking?" "What would you do next?"
•	Ask the students to read silently to the end of the text to check their predictions about what happens.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss whether the students' predictions matched what happened in the text.
•	"What else could Sarah have done to trick the wizard?"
•	"What else can be added to the Role on the Wall chart?"
•	Read the wizard's first spell together and discuss the use of rhyming words that have different visual patterns, for example, "Mum", "become".
•	Ask the students, in pairs, to read the other spells and identify the rhyming words.
•	Draw the students' attention to the use of punctuation, particularly exclamation marks, question marks, and ellipses, for example, "Hurry up!" "Mee-ow?" "I'm thinking ...". Ask "How do we read these?" Ask the students to practise reading other examples in pairs.
•	Discuss the various cat behaviours in the play (washing their faces with paws, etc.) and ask the students to mime these behaviours.
•	Allocate the roles in preparation for reading the play aloud as a 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>
Interpersonal Listening Interpersonal Speaking Presenting • exploring language • thinking critically	• interact with others to ask questions; • present ideas using drama.	• in pairs, prepare questions for the wizard and use the technique of Hot Seating. (See <i>Drama in the Classroom</i> , page 8.)
Using Texts • exploring language • thinking critically	• read aloud informally with fluency and expression.	• as a group, read the play aloud.
Interpersonal Listening Interpersonal Speaking Poetic Writing • exploring language	• thinking critically • make appropriate choices in language and form.	• in pairs, create their own rhyming spells.
Interpersonal Listening Interpersonal Speaking Presenting	• present ideas using simple layout.	• in pairs, design a dress-up kit for a wizard

Links with Other School Journal Titles

"Witches for Ever" 2.1.99; "The Fabulous Noodle Fund-raiser" 2.2.98

Journal Search Categories

Magic

Witches

Cross-curricular Links

The Arts: Drama

Associated Websites

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Banana Triple-chocolate Muffins

by Susan Le Compte

Overview

This is a simple and delicious muffin recipe that can be read, followed, and enjoyed.

Features to Consider in Context

•	The structure of the text as a set of instructions with the following characteristics:
•	a title stating the goal
•	lists of the materials and ingredients needed
•	instructions given in numbered steps
•	instructions (command sentences) that use an action verb
•	a concluding statement that suggests options
•	The use of bullet points to organise information in a list
•	Measurements in whole numbers and fractions, with the temperature in degrees Celsius.

Readability

Noun frequency level: 7.5–8.5 years

Supports and Challenges

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

•	The students' experiences of reading and following recipes
•	The concepts involved in measurements using fractions
•	Words and concepts that some students may find challenging: "medium-sized", "measuring", "cupcake cases", "oven cloth", "self-raising flour", "canola", "vanilla essence", "degrees Celsius", "gently", "dampened", "centres", "Options".
•	The layout of the text.

Introducing Students to the Text

•	Ask the students to think, pair, and share any cooking experiences they have had.
•	Talk about muffins. "What is a muffin?" "What different types of muffin can you think of?"
•	Introduce the title. "What would you expect to be in these muffins?" "And what else?" List the students' ideas under the heading "You will need:".
•	"What would make these muffins 'triple-chocolate'?"
•	Set a purpose for the reading. Ask the students to read the lists of equipment and ingredients silently to check the ingredients against the list they suggested earlier.

During the Reading

•	Check the list of ingredients against the students' predictions. Clarify concepts and vocabulary during this discussion. Revise decoding strategies if necessary.
•	"What three ingredients make these muffins triple-chocolate?"
•	"What will be done with the ingredients?" "Why would you need two bowls?" Record the students' suggestions.
•	Ask the students to read the rest of the text silently to compare what happens with their suggestions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Compare the process outlined in the text with the suggestions made by the students.
•	Discuss reasons for the order of the steps to be followed.
•	Look at steps 2 and 3. Discuss the use of commas to separate items in a list. Discuss the use of “and” between the last two items of the lists.
•	“ ‘Options’ – what does this word mean?” “How can you tell?”
•	Ask the students to suggest some other options for the muffins.

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 Presenting • exploring language • thinking critically	• demonstrate awareness of how words and images combine to make meaning.	• in pairs, make a flow chart of the main steps in making the muffins.
Close Reading Presenting	• respond to language and meaning.	• follow the recipe to make the muffins

Links with Other School Journal Titles

“How to Make Lemonade” 2.4.90; “A Recipe for Bread Rolls” 1.4.99

Journal Search Categories

Cooking

Food

Recipes

Cross-curricular Links

Science: Making Sense of the Material World

Technology: Food Technology

Associated Websites

The Lonely Goose

by Mike Regan

Overview

The loss of her mate means that the single Cape Barren goose at Wellington Zoo is lonely. In time, she finds a different and rather unlikely friend amongst the zoo's pelican community.

Features to Consider in Context

•	The structure of the text as a factual recount
•	The variety of sentence structures used: simple, compound, and complex
•	The use of language features such as direct speech and the simile "... her yellow beak shone like a torch"
•	The inclusion of information in a box
•	A range of punctuation: commas, a colon, a dash.

Readability

Noun frequency level: 8–9 years

Suggested level: 8.5–9.5 years

Supports and Challenges

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

•	The students' prior knowledge about birds
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: "several", "territory", "company", "preening", "... colouring became sharper", "instantly", "trudging", "hopeless search", "patient", "moat".

Introducing Students to the Text

•	Ask the students to share what they know about birds.
•	Introduce the title. "Why would the goose be lonely?"
•	Explain that the article is about a Cape Barren goose. Ask the students to think of questions they would like to ask about the Cape Barren goose. Chart the students' questions.
•	Distribute the Journals. Ask the students to look carefully at the photographs on pages 21 and 22 and read silently to "But there wasn't" on page 23 to see if they can find the answers to their questions.

During the Reading

•	"Has anyone had their question answered?"
•	"What have you found out about Cape Barren geese?" Chart the students' responses, clarifying vocabulary during this discussion.
•	"What might happen next?" Ask the group to think, pair, and share their predictions.
•	Ask the students to read silently to the end of the article to check their predictions and identify further information about Cape Barren geese.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Check the students' predictions against what happened in the text.
•	Discuss with the students whether their questions have been answered. If not, ask: "Where could you find the answers to these questions?"
•	"What other information about Cape Barren geese have you found in the article?" Add the students' responses to the chart that was started during the reading.
•	Ask the students to suggest headings for the charted information. Add the headings to the chart.
•	With the students, draw up a Venn diagram that compares a Cape Barren goose with a pelican.
•	Clarify any vocabulary that is causing difficulty.
•	"What else would you like to find out about these geese?" Ask the students, in pairs, to generate further questions.

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 • thinking critically	• respond to meaning and ideas in text; • view and use texts to gain information.	• in pairs, locate the information needed to answer questions about Cape Barren geese.
Transactional Writing Presenting • exploring language • processing information	• use verbal and visual features to communicate information using layout.	• as a group, present the information on a chart that can be displayed in the classroom.
Transactional Writing • exploring language • processing information	• write an advertisement using relevant information.	• create an advertisement for a mate for a lonely Cape Barren goose, listing the characteristics required.

Links with Other School Journal Titles

"Feeding the Kakapo" 2.3.92; "The Takahe Get a Helping Hand" *Junior Journal 12*; "Bully" *Junior Journal 13*; "The Hungry Blackbirds" 1.4.90

Journal Search Categories

Birds

Birds: Endangered Species

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites

Wellington Zoo <http://www.wellingtonzoo.com>

Making Muffins

by Philippa Werry

Overview

This humorous poem presents a picture of chaos in the kitchen. You may like to use it in conjunction with the procedural text “Banana Triple-chocolate Muffins”, which is also in this Journal.

•	Ask the students to listen while you read the poem aloud.
•	Read the poem aloud a second time and ask the students to visualise what is happening in the poem. Ask the students to think, pair, and share the pictures they have in their heads.
•	Repeat the poem, asking the students to mime the actions.

Focus for Discussion

(if you decide to explore the poem further)

Exploring Language

•	The rhyme pattern
•	The alliteration in verses 2 and 3, “Bits of banana”, “Spoonfuls of sugar”

Thinking Critically

In groups of three, the students could create a three-frame comic strip of the three verses.

Associated Websites

See the websites listed for “Banana Triple-chocolate Muffins”.

Breakfast in the Bus

by Dot Meharry

Overview

Grandad comes to visit in his house bus. When his hearing aid disappears, Five, the dog, is blamed. The hearing aid turns up, and we are left to wonder what it was that showed up in the X-ray of Five's stomach.

Features to Consider in Context

•	The element of humour
•	The conversation between the characters, which includes a large number of contractions
•	The use of simple and compound sentence structures
•	The use of ellipses.

Readability

Noun frequency level: 7–8 years

Suggested level: 7.5–8.5 years

Supports and Challenges

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

•	The students' experiences with grandparents or elderly people
•	The vocabulary, which is within the reading experience of most students at this level
•	The mismatch between what is said and what Grandad hears
•	Words and concepts that some students may find challenging: "house bus", "hearing aid", "battery", "swallowed", "problem", "programme", "furious", "realised", "stomach", "read my lips", "exclaimed".

Introducing Students to the Text

•	Introduce the title and ask the students why people would have breakfast in a bus.
•	Read aloud the first four sentences and clarify the concept of a house bus, relating if possible to the students' personal experiences.
•	"Sometimes older people have difficulties that young people don't have. What are some of these difficulties?" Chart the students' responses.
•	"What has been invented to help older people overcome their difficulties?" Add the students' responses to a new column in the chart mentioned above.
•	Set a purpose for the reading. Ask the students to read to "The battery must be flat" to identify Grandad's difficulty and how he copes with it.

During the Reading

•	Discuss Grandad's difficulty and clarify the concepts of the hearing aid and a flat battery.
•	Allocate the character roles of Grandad and the grandchild to students in pairs. Ask them to read to " 'You have to stay tied up,' I called" and to think about how their particular character is feeling.
•	Ask the students to think, pair, and share how the characters are feeling.
•	"What might happen next?" Ask the students to read to the end of the story to check their predictions.

After the Reading: Responding to the Text

Possible focuses for discussion

•	Discuss what happened in the text as compared with the students' predictions.
•	"How will the characters be feeling now? Why do you think this?"
•	Brainstorm what Five might have eaten.
•	"Why might he be called Five?"
•	"Why has the author chosen 'Breakfast in the Bus' to be the title of this story?" "How has the author tied the end of the story to the beginning?" Ask the students to reread to find out.
•	If time permits, refer to the chart made before reading and ask the students what else they want to know about inventions for elderly people, for example, "I wonder how blind people use a stove?" Ask the students, in pairs, to pose questions. (This could also be a follow-up activity.)

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 • thinking critically	• respond to ideas in the text.	• reread the story and suggest another title.
Close Reading • thinking critically • processing information	• locate and record information.	• find answers to the questions they posed after the reading.
Poetic Writing • exploring language • thinking critically	• express meaning in letter form, using appropriate language.	• fax a local vet to find out if they know of dogs that have had a similar experience and ask what sort of objects dogs might swallow.

Links with Other School Journal Titles

"Grandma's Supermarket Trolley" 2.4.91; "Looking after Grandpa" 1.4.95; "Nan and McDonald's" 2.1.97; "Saving Grandpa" 2.1.92; "Weekend at Gran's" *Junior Journal 10*

Journal Search Categories

Humorous Stories

Family Life

Elderly People

Old Age

Associated Websites

Deaf Association of New Zealand <http://www.deaf.co.nz/index.html>

Caring for Pets – Unit Plan <http://english.unitecology.ac.nz/resources/units/pets/>

Cocoon

by John Parker

Overview

This poem uses the image of a caterpillar in a cocoon to describe the feeling of snuggling into a sleeping bag on a cold winter's night.

There are two six-line stanzas, linked by a rhyme in the final line of each. The first stanza introduces a simile, "like a caterpillar in a cocoon", which is developed in the second stanza.

•	Read the poem aloud a couple of times while the students listen with closed eyes.
•	Ask the students to visualise what the poem is describing. Then ask them, in pairs, to describe what is happening in the poem.

Focus for Discussion

(if you decide to explore the poem further)

Exploring Language

•	Look for the action verbs ("wriggle-wiggle", "curl up", "sleep", "wake", and "stretch"). Does each verb refer to the caterpillar or the person in the sleeping bag or both?
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Links with Other School Journal Titles

"Monarch Emergency" 1.2.00

Journal Search Categories

Butterflies

Caterpillars

Cross-curricular Links

Science: Making Sense of the Living World

Associated Websites