

MINISTRY OF EDUCATION

*Te Tāhuhu o te Mātauranga*

# Teachers' Notes



Part 1

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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
- 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.

# Rugby with a Jandal

## by Janet Pereira

### Overview

In Sāmoa, Fiti, Malia, and their friends learn to play rugby without a ball or a field. Then Fiti's family leaves Sāmoa to come and live in New Zealand. At first, the rugby that the kids play in New Zealand seems different to the rugby that they played in Sāmoa, and Fita and Malia hesitate to join in. When they do, they find that they excel at the game and end up making lots of friends, too.

### Features to Consider in Context

- The change in settings from Sāmoa to New Zealand and back to Sāmoa
- The Sāmoan language and customs
- The comparisons of the style of rugby that is played in Sāmoa with that played in New Zealand
- The glossary
- The use of action verbs, for example, “dived”, “skidded”, “dodged”
- The use of repetition, alliteration, and short sentences as devices for effective writing, for example, “He ducked. He dived. He dodged.”

### Readability

Noun frequency level: 7.5–8.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- As a strong element of the New Zealand national identity, the game of rugby will be familiar to many students.
- Some students will be able to identify with the process of coping with changes such as shifting to a new school, a new town, or a new country and leaving behind their extended family and friends.
- Some students will know little about Sāmoa – its location, size, climate, or customs. However, other students will find that their prior knowledge of Sāmoa will support their reading.

- Words that some students may find challenging: “hesitated”, “cocoa”, “several”, and the Sāmoan vocabulary and pronunciation, for example, “‘ula”, “lāvalava”

### Introducing Students to the Text

- Ask the students “Do you play rugby?” “What do you need to have to play rugby?” “How could you play rugby if you didn’t have a ball to play with/a field to play on?”
- Discuss the title and illustrations. Give the students the opportunity to predict where the story is set.
- Locate Sāmoa on a map. Discuss how Sāmoa might be different from New Zealand, for example, in language, climate, trees, food, customs.
- Introduce some of the Sāmoan vocabulary used in the story, for example, the names of the characters and the trees.
- Direct the students’ attention to the glossary and ask them how they think that this will help them to read the text.
- Set a purpose for reading. You might like to ask the students to find out what differences Fiti experienced between playing rugby in Sāmoa and playing rugby in New Zealand.

### During the Reading

- Break at the end of the first section (ending at “Then he yelled at Malia. ‘Faster, Malia, faster!’”) and discuss how playing rugby in Sāmoa is different from playing rugby in New Zealand.
- Suggest that the students finish reading the story and think about how playing rugby helped Fiti when he first came to New Zealand.

### After the Reading

Possible questions to discuss

- “How do you think playing rugby in Sāmoa helped Fiti when he started school in New Zealand?”

- “What else would you like to find out about how children live in Sāmoa?”
- Why does the writer often choose to write in short sentences? (For example, “He ducked. He dived. He dodged.”) What is the effect of this? You could also discuss the effects of repetition and alliteration.

## Suggested Activities

You could select from the follow-up activities below. Teachers 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 and Speaking • thinking critically	• interact with others in a group to generate ideas.	• as a group, brainstorm alternative rugby balls. The group could then practise passing the different objects like a rugby ball to see which works most effectively. Share findings with the class.
Personal Reading • thinking critically • processing information	• select texts to read for enjoyment and information. • practise reading strategies.	• read a range of fiction and non-fiction texts about Sāmoa or about rugby.
Close Reading Presenting • thinking critically • processing information	• locate, select, organise, and present information.	• in a group, compare playing rugby in Sāmoa and New Zealand. Draw up a Venn diagram and write in it the similarities and differences of playing rugby in the two countries.
Interpersonal Listening and Speaking • thinking critically • exploring language	• talk about personal experiences. • identify verbs.	• in pairs, tell about an outdoor game they play and enjoy. Then make a list of the action verbs they could use to describe playing that game.

## Links with Other School Journal Titles

“Don’t Waste the Water!” 3.3.99; “Night on the Reef” 2.1.96; “Orfie the Flying Fox” 1.5.99; “White Sunday in Sāmoa” 4.2.96; “A Speech for Sina” 2.1.98; “Le Polo Pulu” 2.2.99; “Grandma’s Supermarket Trolley” 2.4.91; “Sofi’s First Night Away” 1.1.96

## School Journal Catalogue Categories

Pacific Islands  
Pacific Islanders in New Zealand  
Sāmoa  
Sports  
Rugby Football

## **Cross-curricular Links**

Health: Relationships with Other People

Physical Education: Movement Concept and Motor Skills

Social Studies: Culture and Heritage, Place and Environment

## **Associated Websites**

Rugby in New Zealand (containing details of the history of rugby, player and team profiles, and a guide to the fixtures)

<http://www.nzrugby.co.nz>

The World Factbook (containing a range of details about Sāmoa, from geography, people, and government through to communication and transportation)

<http://www.odci.gov/cia/publications/factbook/geos/ws.html>

# Jokes for a Giant

## by Alan Bagnall

### Overview

Two boys pacify an angry giant by telling him jokes. The two heroes send the giant on his way with the joke book that they have been researching for their teacher, Miss Jones. They've saved the day, but they are left having to research another joke book for their teacher.

### Features to Consider in Context

- The descriptive narrative that sets the scene in the first three paragraphs (“One morning, a giant came down from the hills. ... Then he sat down on the big, concrete pipe.”)
- The use of action verbs, for example, “roared”, “stormed”, “scrambled”
- The use of rhyming words, for example, “yellow”/“marshmallow”, “small”/“all”, noting the different visual pattern in the rhyme of “bough”/“cow”
- The illustrations of the giant convey elements such as size, strength, and bad temper
- The conventions of written dialogue, as in: “Excuse me,” Robbie said to the giant. “Would you like to hear a joke?”.

### Readability

Noun frequency level: 8–9 years

Suggested level: 7.5–8.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The setting and the routines mentioned in the story, for example, the playground and school emergency procedures, will be familiar to most students.
- The presence of the familiar character of the giant will be a support for many students.
- The concept of jokes and the different forms that jokes take may challenge some students, for example, the pun in the narrator’s joke about flatmates.
- Some students may be challenged by the structure of the story where some of the problems are left unresolved (What would have

happened to the police cars that the giant stuck up in the oak tree?) and some questions remain unanswered (Why was the giant angry?).

- “Miss Jones had sent us outside to research jokes ...” may need to be discussed to clarify the meaning. You might ask students “Where else could you go to do research?”, with possible answers including the library, the World Wide Web on the computer, or home to ask family members.
- Words that some students may find challenging: “fumed”, “corkscrew”, “scornfully”

### Introducing Students to the Text

- Ask students, “Have you read any stories about giants? Which ones?” “What are giants like?” Work with the students to chart out the attributes of giants.
- Read the first four paragraphs to the students (up to “All except Robbie and me.”) without disclosing the title. Ask the students to quickly write down some ideas for what they think might have made the giant angry. Have them share their ideas with the group.
- Introduce the title “Jokes for a Giant”. Ask the students to predict who might be telling such jokes.
- If appropriate to the needs of the group, pose the question “What will you do if you come to a tricky word while you are reading the story?” Revise strategies for word attack.
- Set a purpose for the reading. Ask the students to identify interesting words while reading, using sticky page tags to mark the words or writing out the words in their books.

### During the Reading

- Break the reading at “That’s one to tell my stupid brother” to check the students’ predictions and share the joke.



## After the Reading

- Check the students' lists of interesting words (for example, "fumed"). Have them use mime to clarify some of the meanings.
- Once the students have read through the story, get them to review their ideas about what made the giant angry, and look at the giant attribute chart to see if they would change anything.

## Possible questions to discuss

- "What was the main problem in this story? How was it solved?"
- "How did the giant show that he was angry?" "What would have been a better way to express his anger?"
- Did the story present any other problems? What were they?" In pairs, suggest solutions and share responses with the group.

## Suggested Activities

You could select from the follow-up activities below. Teachers 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>
Personal Reading • thinking critically • processing information	<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>• find more books about jokes or about giants in the library and read them.</li> </ul>
Oral Language • using texts • exploring language	<ul style="list-style-type: none"> <li>• use fluency and expression to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, use the new jokes they have learnt from their further reading to present in a comedy show to the class.</li> </ul>
Close Reading • processing information • exploring language	<ul style="list-style-type: none"> <li>• understand the effects of humour, identifying rhyming words and/or humorous language.</li> </ul>	<ul style="list-style-type: none"> <li>• draw up a chart with the title "Make the Giant Happy" and display selected jokes or rhymes on it. They could then highlight any rhyming words.</li> </ul>
Close Reading • exploring language	<ul style="list-style-type: none"> <li>• discuss the effects of choosing particular words.</li> </ul>	<ul style="list-style-type: none"> <li>• in groups or pairs, use their reading and personal experience to contribute "angry" phrases and words to create a word picture of an angry giant face.</li> </ul>
Expressive Writing • thinking critically	<ul style="list-style-type: none"> <li>• draw on personal experiences and observations.</li> </ul>	<ul style="list-style-type: none"> <li>• using personal experiences, write about times when they felt angry.</li> </ul>
Poetic Writing • exploring language	<ul style="list-style-type: none"> <li>• innovate with text, making appropriate choices of language.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, write a rhyme, for example, Roses are red, Cabbages are green. I've been waiting all day. Where have you been?</li> </ul>

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

“Ghost Jokes” 2.3.93; “Attu and the Snow Giant” 2.2.94; “The Crown Prince” 3.2.98; “The Giant Who Had Two Heads” 2.4.93; “Giant’s Wife” *Junior Journal* 5; “The One-eyed Giant” 2.1.95; “The Real World” 1.2.98

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

Jokes  
Humorous Poems  
Jingles  
Limericks  
Giants

## **Cross-curricular Links**

Health: Relationships with Other People  
Interpersonal Skills – expressing angry feelings appropriately

## **Associated Websites**

Jokes and riddles for kids  
[http://appukids.com/directory/Fun\\_and\\_Games/Jokes/](http://appukids.com/directory/Fun_and_Games/Jokes/)

# Make a Pūrerehua by Oho Kaa

## Overview

This is a procedural text that sets out the steps to be followed when making a pūrerehua. A pūrerehua is a traditional Māori musical instrument, also known as a bull roarer, that is swung in wide circles through the air and creates a humming sound as it spins around. Many children make simple pūrerehua not so much for their sound but to use as spinning toys.

## Features to Consider in Context

- The meaning of the word pūrerehua (butterfly)
- The layout of the text, which provides a list of readily available materials for the students to work with, uses numbered steps to lead the reader chronologically through the instructions, and ends with an evaluative comment
- The command sentences beginning with action verbs (“Draw around the cup.” “Cut out the circle ...”)
- The use of photographs to help the reader to follow the text successfully.

## Readability

Noun frequency level: 8.5–9.5 years

Suggested level: 7.5–8.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Photographs illustrate each step of the process.
- The students should experience few difficulties if a shared reading approach is used so that meaning is clarified as they make the pūrerehua.

## Introducing Students to the Text

- Use the title and the illustrations around the title to stimulate interest. Ask the students “What does the word “pūrerehua” mean? Look at the photographs to see if the shape reminds you of anything. What might it be used for? What makes you think that?”
- Discuss what makes a good instructional text.
- Explain to the students that they are each going to make a pūrerehua and ask them to scan the list of requirements to check that they have got all the materials that might be needed.

## During the Reading

- Use a shared reading approach to work through the instructions, clarifying meaning as the students follow the instructions to make their pūrerehua.

## After the Reading

### Possible questions to discuss

- “Does your pūrerehua hum?” “Why do you think it is/is not humming?”
- “Did the text provide a complete list of the materials you needed to make your pūrerehua?”
- “Were any of the instructions difficult to follow? Was anything left out? Do you think that any need rewriting to make the meaning clearer?”
- “What is helpful about the text layout?” Discuss the numbered steps, the spacing between each instruction, and the photographs.
- “What is helpful about the style of writing?” Discuss the short sentences, each starting with an action verb.

## Suggested Activities

You could select from the follow-up activities below. Teachers 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 <ul style="list-style-type: none"> <li>processing information</li> <li>thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>respond to meaning in text.</li> </ul>	<ul style="list-style-type: none"> <li>in pairs, sequence the instructions using enlarged and cut-up text without the numbers. They can self-evaluate their progress by checking with the text.</li> </ul>
Close Reading <ul style="list-style-type: none"> <li>thinking critically</li> <li>processing information</li> </ul>	<ul style="list-style-type: none"> <li>identify meaning to follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>read other procedural texts (see Links with Other <i>School Journal</i> Titles below) and construct another item from one of these.</li> </ul>
Close Reading <ul style="list-style-type: none"> <li>exploring language</li> </ul>	<ul style="list-style-type: none"> <li>identify a specific writing convention.</li> </ul>	<ul style="list-style-type: none"> <li>make a list of the action verbs found in a procedural text.</li> </ul>

## Links with Other *School Journal* Titles

“How to Make a Paper Cup” 1.2.97; “How to Make a Talking Card” 2 3.85; “Paper Fortune-teller” 3.2.99; “Cat and Mouse Puppets” 2.3.90; “Paper Plate Tambourine” 1.3.87

## School Journal Catalogue Categories

Craftwork  
Paper work  
Music

## Cross-curricular Links

Science: Making Sense of the Physical World

## Associated Websites

Kiwi crafts  
<http://www.azmetro.com/nzcrafter.html>

Traditional Māori musical instruments  
<http://www.carving.co.nz/puoro.html>

# Guard for a Day

## by Jane Buxton

### Overview

Kristina travels for the day with her grandpa on the old Weka Pass Express steam train and helps out as a guard. This transactional article explains why steam trains are no longer in general use and how a steam engine works.

### Features to Consider in Context

- The diagram, the map, and the photographs that encourage the reader to follow the written text
- The explanations within the text relating to the guard's job and how steam is generated and drives the train
- The change in tense from present to past and back to present tense – the text that describes the day that Kristina spends on the trains is written in the present tense (“Kristina Lang loves steam trains.”), while the third, fourth, and fifth paragraphs, which explain some of the history of the A428 steam engine, are written in the past tense (“For many years, A428 ran every day, ...”)
- The use of onomatopoeia to describe the train beginning to move (“Puff! Puff! Puff! Hissss!”)
- The specialised language, for example, “diesel”, “pistons”, “funnel”, “coal”, “brass”, “guard’s van”, “tail light”, “boiler”.

### Readability

Noun frequency level: 8.5–9.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The photographs, the map, and the diagram will be a support for the students.
- Many students will know nothing about steam trains, and many may never have travelled on any kind of train.
- The specialised language mentioned above under Features to Consider in Context could present challenges for the students.

### Introducing Students to the Text

- Ask the students if anyone has been on a train before and allow time for the students to discuss personal experiences.
- Introduce the title of the article and ask the students to predict what a guard's job may involve.
- Ask the students “What do we know about steam trains?” and chart their responses.
- Briefly study the photographs that accompany the text, discussing the features of steam trains with the students. Introduce the specialist language, such as “boiler”, “coal”, “fireman”, “guard’s van”.
- Set a purpose for the reading. Ask the students to read the first five paragraphs to find out whether these trains are still used, and why/why not.

### During the Reading

- Discuss why steam trains are no longer in general use and why some have been restored. Use the map to locate the Weka Pass tourist route.
- Ask the students to read the rest of the article and find out what Kristina did while she was helping out as a guard.

### After the Reading

- Draw up a chart listing what Kristina's duties involved.
- Ask “Now what do we know about steam trains?” and add the students' new ideas to the chart that you developed earlier, using a different-coloured pen.
- A discussion of the diagram that shows how a steam engine works would clarify meaning for the students.
- Using the examples of onomatopoeia given in the text, ask the students to articulate the sounds that a steam train makes. The group could make a sound picture of a train moving away from a station slowly, then gathering speed, and finally slowing to a stop as it comes into a station.

## Suggested Activities

You could select from the follow-up activities below. Teachers 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, Personal Reading, Viewing and Presenting <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• select and read texts for information.</li> <li>• locate, select, and summarise information.</li> <li>• communicate information using appropriate technology.</li> </ul>	<ul style="list-style-type: none"> <li>• in pairs, use the library or the Internet to research the steam train further. Teachers could help students to frame questions to base their research on, such as “How does a steam engine work?” “Who invented steam engines and when and where?” “List some famous steam engines.” The students could then prepare an oral report to present to the class on what they have found out and make a tape recording of the presentation to keep as a copy.</li> </ul>
Presenting <ul style="list-style-type: none"> <li>• processing information</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas using appropriate technology.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group and using the tape recorder, prepare and record the sound picture of the train starting, gathering speed, speeding, slowing, and stopping.</li> </ul>
Presenting <ul style="list-style-type: none"> <li>• thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>• communicate information and ideas using drama.</li> </ul>	<ul style="list-style-type: none"> <li>• as a group, refer to the text and prepare a simple role play that describes preparing the train for a trip, the arrival of passengers, and the train’s departure.</li> </ul>

### Links with other School Journal Titles

“The Rimutaka Incline” 4.2.94; “Playing Trains” 1.2.91; “My Dad’s a Driver ...” 1.1.89; “Night Train” 3.1.91

### School Journal Catalogue Categories

Trains

### Cross-curricular Links

Technology

### Associated Websites

New Zealand railways  
<http://www.geocities.com/nzrailway>

The first train – Stephenson’s Rocket  
<http://www.burleymys.freemove.co.uk>

# Fat Cat

by Janice Leitch

## Overview

The family cat, Yum Yum, is on to a good thing one morning when each family member feeds it breakfast on their way through the kitchen. It's Mum who finally realises what's happened when she discovers that the newly opened tin of cat food has been emptied and is in the rubbish bin.

## Features to Consider in Context

- The structure of a play: a list of characters provided at the start; the stage directions in italics; the dialogue for each character
- The importance of the punctuation and its implications for reading aloud
- The use of natural language and speech patterns that reflect spoken language rather than written language, for example, "Hi, puss. Time for breakfast?"
- Illustrations support the meaning of the text and the sequence of events
- The humour of the sly cat's greed leading to it feeling very ill.

## Readability

Noun frequency level: 7–8 years

Suggested level: 7–7.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The home setting and situation of feeding the family pet will be familiar to many students.
- The simplicity of the plot, with the main event repeated four times, allows the students an opportunity to consolidate their understanding of the situation.
- The dialogue uses the simple, natural speech that many students will feel comfortable with.
- Each character has a concise, straightforward role with each role following in sequence, except for Yum Yum, the cat, whose meowing lines link the different events of the story.
- The students will need to be careful to match the appropriate intonation to the punctuation, for example, "... Time for breakfast?"

- The use of italics for stage directions may present a challenge for some students.

## Introducing Students to the Text

- Relate to the students' personal experiences with questions like "How do you know when your pet is hungry?" "Who feeds the pet in your house?" "When is it fed?" "How do you know it's been fed?"
- Have the students role-play a hungry cat and then a cat that's been fed.
- Revise the strategies for decoding words.
- Introduce the title of the play and ask the students if it reminds them of any other stories they know.
- Set a purpose for reading. Ask the students to read the text silently and find out who feeds the cat in this family.

## After the Reading

### Possible questions to discuss

- "Who fed the cat?" "How could this situation have been avoided?"
- Read the cues that precede each piece of Yum Yum's dialogue and ask the students to read Yum Yum's part out loud together. Discuss how the punctuation affects the way actors would say Yum Yum's words.
- "How do the stage directions help?" Read some of the directions together to ascertain that the directions tell the actors what to do.
- Ask the students if they would like to practise reading the play aloud and give directions for a readers' theatre format:
  - provide photocopied texts and highlighter pens for each student
  - allocate roles
  - decide whether a narrator is needed, perhaps to read some of the stage directions
  - group members work together to highlight only the dialogue of their own part
  - read the play aloud using suitable expression, volume, tone, etc.

## Suggested Activities

You could select from the follow-up activities below. Teachers 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 Close Reading <ul style="list-style-type: none"> <li>• thinking critically</li> <li>• exploring language</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud, responding to meaning in text and interpreting punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• adapting the technique of readers' theatre, as a group, practise reading on cue and with expression.</li> <li>• practise reading the play and following stage directions.</li> <li>• perform the play for the class.</li> </ul>

### **School Journal Catalogue Categories**

Humorous Plays  
 Animal Care  
 Pets

### **Cross-curricular Links**

Health: Relationships with Other People  
 Social Studies: Social Organisation – roles and responsibilities  
 Science: Making Better Sense of the Living World (caring for pets)

### **Associated Websites**

Feline food facts  
<http://www.cats-and-diets.com>



# Player of the Day

## by Sharon Stratford

### Overview

This simple poem, with a rhyme between the second and the final verses, describes a muddy, grubby rugby player scoring a try.

You may prefer to use this poem in a wider poetry unit or simply allow the students to read it silently to themselves.

The class could read the poem in a shared-reading approach, using the overhead projector. You may like to discuss the expressive language of “oozing, squelching, glugging, wet – ” and encourage the students to think up a list of other words that could be used to describe being wet and muddy.

The students could draw upon their background experiences to identify who might be the muddy monster described in this poem. The title and the last line will help them to check their predictions.

The poem could be read in conjunction with the story “Rugby with a Jandal”, also in this journal, or it could be incorporated into a wider theme study about sport or used as a model for writing and innovating on the text.

### After the Reading

#### Possible questions to discuss

#### Thinking Critically

- Get the students to close their eyes and read out the first three verses of the poem to them. “Who do you think the muddy monster could be?” “What is the monster doing?” “How do you know?” “How do you think the monster is feeling?”
- Have the students work in pairs to brainstorm other possible titles for the poem.

#### Exploring Language

- Encourage the students to discuss the word choices that the poet has made. Be careful not to overanalyse the poem in a way that causes the students to lose interest in poetry but aim rather to stimulate their curiosity and delight in poetic language.
- The following features could be discussed:
  - The form of the poem; one-word lines with the exception of the last line, which is a question.
  - Alliteration: “muddy monster” (verse 1)
  - Rhyme: “walking”/“talking” (verse 2), “pie”/“try” (verses 2, 4)
  - Onomatopoeia: “squelching”, “glugging” (verse 3)
  - The use of present participles (verbs ending in “ing”); “walking”, “talking”, “oozing”, “squelching”, “glugging”.

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

“Above the Saturday Rugby Ground” 1.3.92;  
“Trampoline Bounce” *Junior Journal* 17; “Hit and Run” 2.1.98; “Internet Skipping Rhyme” 1.2.99;  
“The Goal” 2.2.94; “I Wish We Could Play It Again” 1.4.96; “Number One” 1.2.98

## **Cross-curricular Links**

Health and Physical Education

## Te Tūi

by Rira Jones

### Overview

A simple free verse in Māori that describes a tūi drinking nectar from flax flowers.

An English translation of the poem is included on the back cover.

You may prefer to use this poem in a wider poetry unit or simply allow the students to read it silently to themselves.

### Associated Websites

New Zealand birds (the tūi)

<http://www.nzbirds.com/Tui.html>