



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 balanced 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 a sticky page tag) 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.

Tihei Mauriora!

by Pirihira

Pōtangaroa-Waiwiri

Overview

A young child provides a simple diary recount of the progression of her mother's pregnancy with her new sister.

Features to Consider in Context

- The sequence of events in the progression of a pregnancy and then of an actual birth ("Its head came out first, then its shoulders, and then the rest of its body.")
- The family relationships – everyone is keen to help and has a role to play in the new baby's birth
- The form of diary entries: dated entries, listing of notable events, use of the first person pronoun, and informal language (for example, contractions such as "I've", "isn't", "they're")
- The mixture of styles – the factual mingling with the poetic ("... into the land of light")
- The specialist language – language to do with the pregnancy: pregnant, cord, womb, bassinet, massaged; Māori language: Tihei Mauriora
- The intermingling of tenses within diary entries ("Today Mum and I went to the doctor ... My little sister and I help out when Mum isn't feeling too well.")

Readability

Noun frequency level: 7.5–8.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The whānau setting will be familiar to some readers.
- The concepts of pregnancy and birth may challenge some students.
- Words that some students may find challenging: stickers, the specialist language mentioned above

Introducing Students to the Text

- Consider the title. Ask "Does anyone know what this title means?" (Welcome, good health)
- Discuss the purpose of a diary. What could you keep a diary about? (Examples could include: a holiday, a pet, growing a plant)
- Discuss new additions to a family. Ask, "Does anyone have a baby in their family? Do you ever have to help look after the baby? How do you feel about that?"

After the Reading

Possible questions to discuss

- What things did the family members in this story do to help with the new baby?
- Do you ever do things at home to help someone else? What do members in your family do to help each other?
- What would it be like to have a new baby in your family?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading • exploring language	• identify features of a diary	• read other diary-format stories (such as “Diary”, “Ilana’s Diary”) and list how they are different from other stories (for example, written in the first person, sections headed with dates, a chronological sequence of events).
Poetic Writing • thinking critically	• relate the ideas of the text to their own experiences	• in the large group, discuss preparing for an event, for example, preparing for getting a new pet/going on holiday/setting up a garden.
Poetic Writing • exploring language	• write in a diary format	• write six diary entries for a set period of time (for example, ten days, two weeks, three months) about an event, such as preparing for or getting a new pet/going on holiday/setting up a garden. • take another <i>School Journal</i> story (such as “Feels Right, Smells Right”) and write part of it in the form of a diary.
Presenting • processing information	• present information in a visual form	• in pairs, use the library or the Internet to research the development of a baby. Then, using calendar headings, make a timeline of the nine months of pregnancy to put on the classroom wall; list the key events that occur in each month of the pregnancy.
Close Reading	• retrieve information from a text	• in groups or pairs, make a list of things that each person in the story has done to help with the baby; share findings with the class.
Expressive Writing	• write a personal diary	• keep a diary for two weeks.

Links with Other *School Journal* Titles

“Diary” 2.2.96; “Ilana’s Diary” 1.5.97; “Our Glittering Baby” 2.3.97; “Amelia’s Baby Brother” Junior Journal 14; “Special Friday” 3.1.93

School Journal Catalogue Categories

Diaries
Babies

Cross-curricular Links

Health: Relationships with Other People –
Healthy Communities

Feels Right, Smells Right

by John Bonallack

Overview

Brett likes his old blue jersey, but his mum wants him to get rid of it. This narrative tells how he was persuaded to give it up – something he needed it more than he did!

Features to Consider in Context

- The relationship between the mother and the son
- The different values that adults and children have that can sometimes lead to tension
- The problem, crisis, and resolution within the plot
- The shifting stance of the narrator between objectively viewing and reporting the action of the narrative and identifying emotively with elements of the plot (“Brett looked in the recycling bag. (objective) There it was – his old blue jersey! (identification) He pulled it out and put it on. (objective) Aah – that was better! It felt right. It smelt right. (identification) Brett ran next door to play.” (objective))
- The conventions of informal dialogue between Brett and his mum (interruption: “But, Mum ... ”)
- The repeating theme of the jersey feeling and smelling right (“Feels Right! Smells Right!”)

Readability

Noun frequency level: 7.5–8.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The story has a simple, repetitive structure.
- Words that some students may find challenging: jersey, hedgehog, sleeves

Introducing Students to the Text

- Ask the students to think about their own favourite pieces of clothing. (They could bring something of their own to show and tell the class about.)
- Talk about new clothes. Ask “Do you like getting and wearing new clothes? Why?/Why not?”
- As your students read this story, have them think about something of their own that they’d hate to throw away.

After the Reading

Possible questions to discuss

- What did Mum think about Brett’s jersey, and what did Brett think about the jersey? How do you know?
- Do you think that Mum was fair to Brett?
- Why does Brett change his mind about the new jersey?
- What happens to your old clothes? Are they recycled in some way?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Speaking • thinking critically	• communicate ideas to an audience, relating them to personal experience	• in a group, discuss favourite items and how they would feel if these things went missing. Choose one person to present the group's ideas to the class.
Close Reading • thinking critically	• infer meanings from a text	• in a group, find parts of the text that tell you how Brett was feeling.
Viewing and Presenting Processes • exploring language	• combine words and images to convey information	<ul style="list-style-type: none"> • make a "lost" advertisement or poster for something special they could have lost; include a description and a picture of the item and offer a reward. • make a cartoon or wall picture of the story; use speech bubbles and thought bubbles to show actual dialogue and Brett's feelings/ thoughts (see "Suzie and the Space Nuts" for an example of cartoon texts).

Links with Other *School Journal* Titles

"Red, Red, Red" Junior Journal 6; "Lost Property" Junior Journal 15

School Journal Catalogue Categories

Clothes

Cross-curricular Links

Social Studies: Social Organisation – roles and responsibilities

Science: Living World

Paint a Pot

by Feana Tu‘akoi

Overview

This is an example of instructional material written as a procedural text. Designing and painting a pot requires imagination, accuracy, and attention to detail in following instructions.

Features to Consider in Context

- The structure of the article; an interest-grabbing introduction, which also explains the result of the procedure, followed by a list of what is required and, finally, the method to be used
- The sentences beginning with verbs in the imperative mood (for example, “Draw the shape of a pot ...”)
- The use of numbered bullet points to lead the reader chronologically through the instructions
- The use of negative imperatives as well as positive ones to draw the reader’s attention to possible hazards or difficulties (“Don’t forget the top and the back of the pot!”)
- The specialist language: terracotta, acrylic, varnish, waterproof
- The use of diagrams and illustrations to help the reader to follow the text successfully.

Readability

Noun frequency level: 8.5–9.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Photographs illustrate each step of the process.
- Words that some students may find challenging: herbs, the specialist language mentioned above

Introducing Students to the Text

- After you have considered the title, ask students “What could you paint on a pot?”
- Discuss what pots can be used for. Ask “Does anyone grow flowers in pots at home? What kinds?”
- Discuss making presents for people. Ask “What presents have you made?” “How did the people feel when you gave them their present?” “How did you feel giving them the present?”

After the Reading

Possible questions to discuss

- What could we paint on our pots? (for example, a scene from a garden, the bush, the sea, faces, animals)
- Who could you give your pot to?
- What could you use your pot for?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Viewing and Presenting Processes • processing information	• use photographs to explain a process	• working in pairs, take photographs, while one person is painting their pot, to show each step of the process.
Interpersonal Speaking • processing information	• present information clearly to an audience	• assemble the photographs of all the students in the class painting their pots into a book or wall chart and explain the process to another class; present a display of the painted pots.
Transactional Writing • processing information	• change procedural text into a report	• write a report of the work they did to create their own painted pot and email the report to someone (for example, a classmate or a friend/sibling in another class).
Presenting • thinking critically	• convey a message using verbal and visual features	• make a pictorial card to go with their pot and write a message to the person they are going to give the pot to.

Links with Other School Journal Titles

“How to Make a Sawdust Kiln” 2.1.84

School Journal Catalogue Categories

Pottery
Design
Arts and Crafts
Art Appreciation

Cross-curricular Links

Visual Arts
Technology: Materials

Umu

by John Hart

Overview

This is an example of a procedural text written in the form of a recount that describes the important cultural aspect of eating together. Feeding four hundred and twenty people in the one meal is quite a feat!

Features to Consider in Context

- The cultural beliefs and practices that are important to a group of people
- The way that everyone joins in to help with the preparations
- The importance of the sequence of events in preparing the umu
- The specialist language: umu, scoria, mānuka, corrugated, taro, yams
- The six-part structure to the article: 1) the introduction, 2) the information on digging the umu pit, 3) the description of the food to be cooked, 4) the details on preparing materials for the umu, 5) the description of building the umu and placing the food in it for cooking, 6) the conclusion, with the group eating the feast
- The use of the passive voice where there is no single significant character (“After the rocks have been heating ...”) contrasted with the use of the active voice when specific characters are involved in the proceedings (“Uata helps to build a shelter over the pit ...”)

Readability

Noun frequency level: 8–9 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Some students may have already helped to make an umu or prepare for a hāngi.
- Words that some students may find challenging: chunks, foil, plenty, tarpaulin, flavour, tuna, yams, minister, the specialist language mentioned above, the Niuean names

Introducing Students to the Text

- Ask students to consider the title. What is an umu?
- Discuss different kinds of open-air feasts. How many can you think of? (hāngi, picnics, birthday/Christmas parties, bonfires, sausage sizzles in the bush/on the barbecue). Who does the cooking at these feasts?
- Discuss the different ways we can cook food.

After the Reading

Possible questions to discuss

- How is an umu different from a hāngi?
- How long does it take to cook an umu?
- What have you eaten at an open-air feast/ What is your favourite food from an open-air feast?
- Which job would you like to have done at this umu?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading • processing information	• identify a sequence of events from a text	• with the teacher, talk about the sequence of making an umu • draw a flow chart showing some simultaneous activities in preparing an umu.
Close Reading • processing information	• identify and record similarities and differences	• use their knowledge of preparing a hangi to compare it with preparing an umu or a barbecue; draw a Venn diagram to show the differences and similarities.
Speaking and Listening • using texts	• present information to an audience	• present information about an umu on an overhead transparency for another class; answer questions.
Viewing and Presenting • thinking critically	• sequence pictures in relation to a text	• in groups, reassemble mixed-up photocopied pictures from “Umu” into their correct sequence. • group the pictures to show activities that are happening simultaneously and talk about them.
Poetic Writing • thinking critically	• shape ideas into a genre (cartoon)	• write some thought bubbles to show what the people in the photographs could be thinking.
Viewing and Presenting • processing information	• use a visual text to present information	• in a group, make a big book to show the process for making an umu; each student can present one aspect/page of the book to the rest of the class. • in a group, make another big book to show a feast from another culture.
Transactional Writing • thinking critically	• shape ideas into captions	• write captions to match the photographs from the article.
Transactional Writing • processing information	• use the features of procedural texts	• in groups or pairs, rewrite “Umu” as a set of instructions. • after research at home, in the library, or on the Internet, list and describe special foods that are eaten at a selected feast (other than an umu).
Presenting	• use verbal or visual features to communicate ideas	• bring an example of communal food to class to share and describe its preparation for a feast (other than an umu).

Links with Other *School Journal* Titles

“Hangi” SJSL 95; “Making an Umu” in *The Wockagilla* (JYPW 1999); “Delicious Steamed Kai” 1.5.92; “Preparing the Pola” 2.3.97

***School Journal* Catalogue Categories**

Food
Eating for Health

Cross-curricular Links

Health
Technology: Food Technology
Social Studies: Culture and Heritage

Breakfast in Bed

by Diana Noonan

Overview

This play humorously reruns a situation that will be familiar to many children – trying to cajole parents into doing something exciting during the holidays. The children in this family use trickery to get their parents moving.

Features to Consider in Context

- The contrast between the tired parents and their energetic children
- The parents' and children's different ideas on what constitutes a holiday
- The action and suspense that is developed as the children plot to trick their parents
- The children's use of a well-loved custom (giving their parents breakfast in bed when they are on holiday) to further their own ends.

Readability

Noun frequency level: 7.5–8.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Some students will recognise and enjoy the humour presented in the text.
- Camping holidays may be a familiar activity for some students.
- Words that some students may find challenging: sponge bag, wharf, crumbs, squirming, toaster

Introducing Students to the Text

- Consider the title. Do you know anyone who likes to have breakfast in bed?
- What do you like to do when you're on holiday, and what do your parents like to do? How do you all decide what the family is going to do?

After the Reading

Possible questions to discuss

- What else could these children have done to get their parents up? (for example, a false fire alarm, pretending that there's a phone call for them at the camp office, or pretending that something really exciting is happening outside)
- If you were putting on this play, what props would you use/how would you set out the camping ground scene?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts • exploring language	• adapt a text to suit an audience	• in a group, write a short script based on “Breakfast in Bed” but write a new ending and then perform the script for a class of younger children.
Interpersonal Speaking and Listening • thinking critically	• draw on personal experience and consider alternative points of view	• with the teacher and using the Plus/Minus/Interesting technique*, talk about different holiday settings (for example, camping, motels, cabins, hotels, staying with relatives, marae, seaside, bush, town) and then make a table to show what everyone thought about the different choices.
Close Reading • exploring language	• identify and express meanings	• in pairs, make a list of the feel-good adjectives that come up in the play (for example, “awesome”, “delicious”, “crunchy”, “scrumptious”) and then make up opposites for each adjective.

Links with Other *School Journal* Titles

“Rain Stopped Play” 2.2.87; “Night Visitor” 1.5.00; “The Great Outdoors” 2.2.90; “Going on Holiday” 2.1.93

School Journal Catalogue Categories

Humorous Plays
Holidays
Camping
Family Life

Cross-curricular Links

Education outside the classroom
Health: Relationships with Other People

* The Plus/Minus/Interesting technique involves listing the advantages (the pluses), the disadvantages (the minuses), and the interesting aspects of a particular item/event.

When Mum Says ...

by Margaret Schroder

Overview

This is a free-verse poem about the ambiguity of language. Language has many ways of conveying or disguising what a person is really trying to say.

Features to Consider in Context

- The unusual form of this verse – written in lines and with direct speech quotes: is this piece a poem or not?
- The different ways of saying the same things – the direct way and the indirect way
- The underlying reasons that people have for choosing an indirect way of communicating an idea
- The repetition, rhythm, and stanza pattern of the poem – the short, repeated lines “When Mum says” and “she really means” and the longer alternative lines, which sound much more like prose and mirror Mum’s actual words and thoughts “It tastes awful, but you have to eat it.”

Introducing Students to the Text

- Consider the title. What things do the adults in your family always say to you? (for example, “Do up your laces”, “Turn that TV off.”)

After the Reading

Read the text out loud to students first. Then get them to reread it and ask them “What do you think Mum is talking about each time? What does she want to happen?”

Possible questions to discuss

- When does Mum say exactly what she means? Why?
- Do you ever say things you don’t really mean? Why?
- What are white lies?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts • exploring language	• recite or read a poem aloud expressively to an audience	• in groups of three, take different parts – narrator (for the first and third line of each verse), Mum (for the second line of each verse), and the child (for the last line of all verses, except the last verse) – and read the poem aloud with expression.
Poetic Writing • exploring language	• innovate on a text	• in groups, after discussing the different meanings in each verse, write some of your own examples of sayings that mean different things; follow the same format each time of: “When I say ... I really mean ...” (for example, “When I say ‘I’ll go to bed in a minute’, I really mean ‘I’ll watch to the end of the programme.’”). Then present the examples as a mobile or on cards and read them aloud to the class.
Expressive Writing	• write spontaneously on a selected topic	• write a short piece on each one of the situations described in each verse (disliking food, having to suffer something that hurts, visiting relatives, wearing their own gear, waiting for Mum, tidying their room).

Links with Other *School Journal* Titles

“The Truth about Brussels Sprouts” 1.3.97

Night Visitor

by Philippa Werry

Overview

This poem is an example of free verse. It describes the growing fury of a storm.

Features to Consider in Context

- The personification of rain as an unwanted guest
- The lack of rhyme (except in the description of the sound of the rain in verse 4)
- The build-up in aggression (“tapped politely”, “knocked more loudly”, “hammered and bashed”)
- The use of onomatopoeia (“pitter patter”, “rat-a-tat-tat!”, “drum, drum, THRUM, THRUM, THRUM”)
- The use of capitals to create emphasis (“THRUM, THRUM, THRUM”)

Introducing Students to the Text

- Consider the title. Ask students “Who do you think the visitor could be?”
- Discuss camping out. Who has slept in a tent? What was it like? What noises did you hear? Has anyone camped out in bad weather? What happened?

After the Reading

Possible questions to discuss

- Who likes being in the rain? Why/why not?
- Do you like hearing rain on the roof at night?
- In this poem, the rain goes “pitter patter”, “rat-a-tat-tat”, “drum, drum”, and “THRUM, THRUM, THRUM”. What other sounds do you think rain might make?

Suggested Activities

You could select from the follow-up activities below.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close reading • exploring language	<ul style="list-style-type: none"> identify the features of poetry (for example, personification, onomatopoeia, rhyme, rhythm) 	<ul style="list-style-type: none"> in a group, read the poem aloud and discuss the different features used by the author and why the author might have chosen to use them (for example, the personification of the rain, the sound patterns, the rhythm).
Presenting • thinking critically	<ul style="list-style-type: none"> convey the meaning of a poem through pictures and words 	<ul style="list-style-type: none"> look at each verse of the poem and decide what image comes to mind; draw a picture showing each element from the different stanzas (mist, drizzle, rain [possibly with thunder], sun); label the drawings.
Using Texts • processing information	<ul style="list-style-type: none"> use voice or other aural techniques to present a poem to an audience 	<ul style="list-style-type: none"> in groups, decide how this poem could be presented to an audience (for example, using group speaking, a variety of individual voices, musical instruments).
Poetic Writing • exploring language	<ul style="list-style-type: none"> innovate on a text; identify and use personification 	<ul style="list-style-type: none"> in groups, discuss how they could personify another kind of weather (for example, sunshine, thunder, snow). in pairs, use the form of “Night Visitor” to write another short poem about a different element of the weather (for example, “All day long, the sun ...”). rewrite those parts of the poem that would need to change if the rain were a daytime visitor instead of a night-time visitor (i.e., verses 1, 3, 5, and 6).

School Journal Catalogue Categories

Rain
Weather
Holidays

Cross-curricular Links

Education outside the classroom