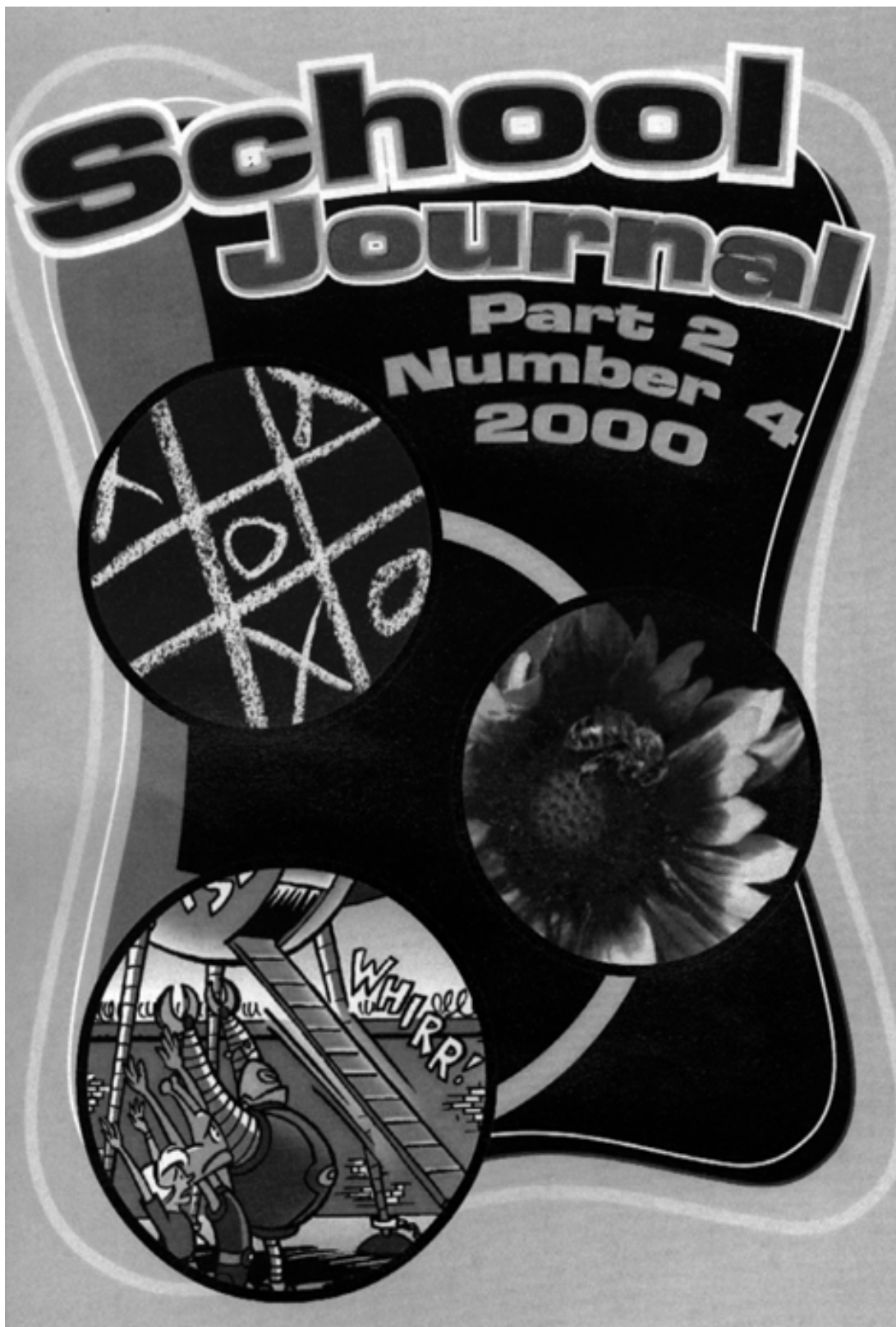


MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Teachers' Notes



Part 2

No. 4

2000

Contents

Title	Author	Text type	Page number
And the Winner Is ...!	Kathleen O’Sullivan	story	5
Making Honey	Annette Seear	article	7
Slow Down!	Vivienne Joseph and the children of Windley School, Porirua	article	9
Chunky Chalks	Jill MacGregor	article	12
Pavement Art	Marion Rigg	article	14
Suzie and the Space Nuts (Episode 4)	Lorenzo Van Der Lingen	story	15
Super Specials	Philippa Werry	play	17
On the TV News	Alan Bagnall	poem	19

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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 from other Ministry of Education publications are listed. This will help you to suggest further reading or to plan theme studies.

And the Winner Is ...!

by Kathleen O'Sullivan

Overview

Work is only work if you don't like doing it. Chris has a cunning way of turning a chore into a game in which he's the winner.

Features to Consider in Context

- The narrative told in the first person and using informal language ("Ringing up his mates, I guessed.")
- The abrupt beginning, putting the reader straight into the events of the story without any introduction ("I'm not telling you again, Chris," said Dad as he slammed the door ...")
- The lack of detail about the storyteller, which allows the reader to develop their own image and to wonder, "Are they a boy or a girl, and how old are they?"
- The title, which invites such questions as who the winner is and whether a successful cheater should accept an unearned reward
- The many similes used to describe the race scene of the narrative ("like a rally car doing a wheelie"; "like a helicopter coming in to land"; "like watching a video on fast forward"; "legs going like pistons on an old steam engine")
- The large number of verbs that suggest vigorous action ("rushed", "grabbed", "tore", "shot").

Readability

Noun frequency level: 8–9 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Words that some students may find challenging: pistons, hinges, skid, timer, whoop

Introducing Students to the Text

- Discuss chores with students. Do you have jobs that you have to do at home? What are they? How are the jobs shared out?
- What happens if you don't do your jobs? Do you ever try to get out of doing your jobs?
- Chris has an original idea. Read the story to find out what it is.

After the Reading

Possible questions to discuss

- Who was the winner in this story?
- What do you think is good about competition, and what do you think is bad about it?
- Was Chris cheating? Did he tell any lies?
- Have you ever thought of ways to make doing chores fun?
- Who is telling this story? Do you think the storyteller is a boy or a girl? Why do you think this?
- Do you think that the story would have been the same if Chris had been a girl instead of a boy?
- Do you think that the storyteller is jealous of Chris? Why do you think this? (for example, "Chris always tried to get out of those, too", "There was no ice cream for me.")

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 Listening and Speaking • thinking critically	• think imaginatively, relating the text to personal experience	• in pairs, identify possible jobs that students do around the home (for example, washing the dishes, walking the dog) and then come up with some creative ways for getting out of doing these chores (for example, saying you've got homework to do; saying that the dog's lead is lost)
Close Reading • exploring language	• identify verbs and find suitable synonyms for them	• in the whole group and with the teacher, talk about what verbs are, identify verbs in the story, and act out one of them (for example, flung, sprawled, crashed) • in pairs, find five verbs from the story, write them down, and think of a verb that means the opposite to substitute for each one in the story; share findings with the class
Close Reading • thinking critically	• identify the beginning, the middle, and the end of a story	• in the whole group and with the teacher, talk about another story that has a problem, a resolution, and an outcome, such as "Chunky Chalk" or "Uncle Albert's Greatcoat" (2.1.00) • in pairs, find the beginning, middle, and end of this new story
Using Texts	• tell a story that has a beginning, a middle, and an end	• in pairs, have one person read the story and then retell it to the other person as if the reteller were the person who was doing the dishes watching the whole thing

Links with Other *School Journal* Titles

"The Winner Loses" 3.1.94; "Winning" (JYPW 1997); "After School in Tonga" 3.3.97

School Journal Catalogue Categories

Competition

Cross-curricular Links

Social Studies: Social Organisation – roles and responsibilities

Making Honey

by Annette Seear

Overview

This is an informal, partly procedural report, similar to a magazine feature, about bees and beekeeping. Safety advice for dealing with bee stings is included.

Features to Consider in Context

- The five-part structure of the article: 1) the personalised introduction, which also states the main purpose of the text (“Jessie loves honey ... Jessie’s mother, Jill, is a beekeeper”); 2) the description of the life of bees (“A beehive is a big community of honeybees”); 3) the process of collecting honey (“When the trees stop flowering ...”); 4) the process of extracting honey (“Jill brings the frames back home and uses a hot, sharp knife ...”); 5) the safety advice under the subheading “Ouch! I’ve Been Stung!”
- The key words and specialised language (“wax”, “guard bees”, “hive”, “extractor”, “fermenting”, “honeycomb”)
- The visuals, which take the form of photographs rather than diagrams to give a personal aspect and realism to this text.

Readability

Noun frequency level: 9.5–10.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The photographs, which help to explain the process, will be a support for some students.
- Words that some students may find challenging: extractor, nectar, pollen, sac, sieve, fermenting

Introducing Students to the Text

- Who likes honey? Why? Why not?
- Do you know how honey is made?
- Who has seen a beehive? Where?
- Has anyone here been stung by a bee? What happened?

After the Reading

Possible questions to discuss

- New Zealand has a lot of honeybees. Do you know why bees are so important?
- How many different kinds of bees do you know about?
- Do all bees live in beehives? (No, some species are solitary bees.)
- What other sort of things do people grow/rear at home?
- Does anyone you know have a beehive or a vegetable or flower garden?

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>
Listening to Texts <ul style="list-style-type: none"> • using texts • processing information 	<ul style="list-style-type: none"> • actively listen to and recreate the main steps in a process 	<ul style="list-style-type: none"> • in groups, choose a fluent reader to read this article aloud while the rest of the group listens. Then have each student in the group retell one step of the sequence in turn until the whole process of gathering and extracting honey has been retold
Presenting <ul style="list-style-type: none"> • thinking critically 	<ul style="list-style-type: none"> • use verbal and visual features to communicate ideas 	<ul style="list-style-type: none"> • after reading the text to find out what a beekeeper would need, draw a design for protective clothing that a beekeeper could wear, labelling each element of the design • explain their design to a classmate • research, using the Internet or the library, other kinds of protective clothing (for example, a firefighter's clothing, a welder's welding mask, a cyclist's bicycle helmet and gloves) and draw a design for this clothing to display on the classroom wall
Close Reading <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • retrieve and record coherent information from written texts in a variety of ways 	<ul style="list-style-type: none"> • using the library or the Internet, find out more about some key topics from this article, such as: <ul style="list-style-type: none"> – bee dancing – bee communities – worker bees – honey extractors – nectar and pollen and then choose a way to record and present the information to the class
Close Reading <ul style="list-style-type: none"> • thinking critically 	<ul style="list-style-type: none"> • clarify their understanding of a text by using pictures 	<ul style="list-style-type: none"> • reassemble photocopies of the photographs from this article in correct sequence

Links with Other School Journal Titles

“Bees on a Bike” 1.5.94; “Up and Away” 2.1.90

School Journal Catalogue Categories

Bees

Cross-curricular Links

Science: Living World

Technology: Food Technology

Social Studies: Social Organisation – roles and responsibilities

Health: Food

Slow Down!

by Vivienne Joseph and
the children of Windley
School, Porirua

Overview

This is a straightforward recount of a class's experiment in traffic safety. The children report how they took on the problem of a dangerous road outside their school and offered a creative solution.

Features to Consider in Context

- The general problem presented at the outset (as in a report) in the present tense, with the rest of the article told in the simple past tense as a particular event
- The structure of the article in four parts: the problem, the preparations, the action, and the conclusion
- The informal language, which uses capitals for emphasis ("SLOW DOWN", "GIVE KIDS A CHANCE")
- The use of the first person plural to create a sense of group involvement
- The rap made up by the students.

Readability

Noun frequency level: 8–9 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Words that some students may find challenging: motorists, raps, slogans

Introducing Students to the Text

- Have students think about the title. What do you think this article could be about?
- Discuss roads around your school. How do you come to school? Do you have to cross a dangerous road?

After the Reading

Possible questions to discuss

- How are roads made safe? How could they be made safer?
- Do you know someone who has been in a traffic accident? What happened?
- What is a good driver?
- Have you ever seen a demonstration or a protest? What was it about? What happened?

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>
Presenting <ul style="list-style-type: none"> • using texts • interpersonal speaking 	<ul style="list-style-type: none"> • convey a message to an audience 	<ul style="list-style-type: none"> • discuss any problems that the school has at present (for example, bullying, going outside school boundaries, running when inside the school buildings); consider ways of solving the problem (for example, a rap in assembly, a puppet show, writing a letter to people involved, posters/banners/signs)
Interpersonal Listening and Speaking <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • listen and respond to questions asked 	<ul style="list-style-type: none"> • in pairs, take turns to be an interviewer and a driver; the one who is the interviewer asks questions, and the one who is the driver gives answers (for example, "What might happen if you drive past our school too fast?/How did you feel when you saw the banners?/What will you do next time you drive past our school?").
Interpersonal Listening and Speaking <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • listen and respond to questions asked; report the answers 	<ul style="list-style-type: none"> • in groups of three, think of questions for an interview with the road safety patrol students about their job (for example, "Why is your job important?"; "What do you have to remember?"; "In what ways do motorists/pedestrians act dangerously?"). Make one person the interviewer and one person the interviewee, and have the third person write out the interview and report back to the class
Speaking <ul style="list-style-type: none"> • using texts 	<ul style="list-style-type: none"> • retell the story of an event from a particular point of view 	<ul style="list-style-type: none"> • in pairs, retell the events described in the article as if the reteller were: <ul style="list-style-type: none"> – a passing motorist, – a mother bringing a child to school, – a radio journalist, – a police officer making a report to his chief
Presenting <ul style="list-style-type: none"> • exploring language 	<ul style="list-style-type: none"> • show how words and images can be combined to create meaning 	<ul style="list-style-type: none"> • study the language used on traffic signs; make some traffic signs that could be used around the streets of their school • make a poster about traffic safety
Poetic Writing Transactional Writing <ul style="list-style-type: none"> • thinking critically 	<ul style="list-style-type: none"> • shape ideas into a genre (formal letter, rap) 	<ul style="list-style-type: none"> • write a letter to the local council about a traffic safety problem at their school • write a rap about safety in the school playground/field/swimming pool

Links with Other *School Journal* Titles

“Car Codes” 2.4.97; “Driving Home I Saw” 3.2.87;
“Cars, Cars Everywhere” 1.5.91; “Who Killed
Cock Robin?” 3.2.92; “Blue Fish on the Footpath”
2.2.92

***School Journal Catalogue* Categories**

Cars
Road Safety
Road Signs

Cross-curricular Links

Social Studies: Social Organisation
Health: Healthy Communities and Environments

Chunky Chalks

by Jill MacGregor

Overview

This is a procedural text in the form of a recount. The students' hopscotch and the teacher's blackboard compete for the use of the class chalk. In this article, the class solved the problem by making their own chalk.

Features to Consider in Context

- The use of a narrative dialogue and a variety of tenses in the introductory paragraphs
- The short paragraphs and straightforward language, with colloquialisms occurring only in the dialogue (“Great!”, “Wow!”)
- The steps in the process of making the chalk
- The time markers used in sequencing the process (“By next afternoon ...”, “The next morning ...”)
- The use of units of measure (“5-kilogram bag”, “cup”, “three-quarters of a cup”, “two tablespoons”)
- The specialised vocabulary (“recipe”, “plaster of Paris”, “mould”)
- The use of photographs rather than diagrams to give a personal aspect and realism.

Readability

Noun frequency level: 8–9 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Words that some students may find challenging: dye, instructions, noughts, pastels, swirls, the specialist language mentioned above

Introducing Students to the Text

- What things could you do with chalk?
- What do you think chalk is made of?
- As you read, think about the steps involved in making chalk.

After the Reading

Possible questions to discuss

- This text includes a recipe for making chalk, but it often sounds like a story. Which parts sound more like a story, and which parts sound like a recipe?
- Who plays hopscotch? What do you use to draw your hopscotch lines?
- Why do you think that the chalk became warm as it set? (It's because the chalk undergoes a chemical reaction that produces heat.)
- Why do you think that the students needed to squeeze out all the air?

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 <ul style="list-style-type: none"> exploring language 	<ul style="list-style-type: none"> identify features used in procedural texts 	<ul style="list-style-type: none"> in a group, look at another example of a procedural text (for example, a food recipe from a cookbook or “Easy as Pie” 2.3.00) and note the headings of Title, What You Need, and Method. Using these headings, work out which parts of “Chunky Chalks” go under each heading. List the main stages, and the verbs, nouns, measurements, etc. that occur within each stage
Transactional Writing <ul style="list-style-type: none"> thinking critically processing information 	<ul style="list-style-type: none"> use the features of procedural texts 	<ul style="list-style-type: none"> in groups or pairs, rewrite “Chunky Chalks” as a straight recipe
Presenting <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> communicate ideas effectively to an audience, using appropriate technology 	<ul style="list-style-type: none"> use POWERPOINT* (or a similar program) to make an advertisement to sell this chalk in pairs, tell each other what they like about the other’s advertisement and what could be improved
Interpersonal Speaking <ul style="list-style-type: none"> exploring language 	<ul style="list-style-type: none"> explain a process clearly to an audience 	<ul style="list-style-type: none"> in pairs, organise material to present a report to another class on the process of making chalk in groups of three, interview a hopscotch expert on how to play the game of hopscotch. Make one person the interviewer and one person the interviewee. Have the third person write out the interview and report back to the class, using diagrams where necessary and having the other two demonstrate how to play hopscotch

Links with Other *School Journal* Titles

“Pavement Art” 2.4.00

School Journal Catalogue Categories

Games

Technology – Production and Process Technology

Cross-curricular Links

Science: Making Better Sense of the Material World

Technology: Materials Technology

* POWERPOINT is a registered trademark of Microsoft Corporation in the United States and/or other countries.

Pavement Art

by Marion Rigg

Overview

Not all children will have seen pavement art, but most will have seen wall drawings or graffiti. What have people been drawing on since the beginning of time? Does it matter that these pavement paintings will not last?

Features to Consider in Context

- Information presented mainly in a visual form

Introducing Students to the Text

- What is a pavement?
- Where do you put up your drawings or paintings at home?

After the Reading

Let students study the pictures closely. Then discuss with them what they see and feel when they look at the pictures.

Possible questions to discuss

- Do you know where Putāruru is? If you don't, see if you can find it on a map.
- What do people draw pictures on besides paper? What do you think cave dwellers drew on, and what did they draw with?
- What else could you use to draw with on the pavement?
- Do you like the idea of using pavements to draw on? Would you step on these pictures? Why or why not?
- What is graffiti?
- What do you think you would draw if you were a pavement artist?

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>
Presenting • processing information	• use computer technology to present ideas	• use a drawing program on a computer to design a pavement picture for illustrating part of a story they have read recently (such as “And the Winner Is ...!”)
Presenting • processing information	• use visual and verbal features to tell a story	• in pairs, use a digital camera to make a pictures-only story (for example, a day in the life of their class); give the story a title and show and tell the story to the class
Viewing • thinking critically	• gain information from pictures and present it verbally	• in pairs, look at the pictures displayed in “Pavement Art” and discuss what each picture tells them • think of a caption that could go with each picture

Links with Other School Journal Titles

“How Do You Measure a Dinosaur?” Junior Journal 11

School Journal Catalogue Categories

Arts and Crafts

Suzie and the Space Nuts (Episode 4)

by Lorenzo Van Der Lingen

Overview

Will Suzie and her friends Freeble and Gort be able to outwit the evil Dr Weevil? Will they ever get their spaceship back? After more spills and thrills, the adventure ends happily for Suzie and the Space Nuts, but there are hints of fun to come!

Features to Consider in Context

- The characterisation, with names indicating the nature of the character (“Dr Weevil”, “Freeble”)
- The plot and action:
 - the movement reminiscent of American space movies
 - the predictable action: after a series of setbacks (to maintain suspense) and the thrill of a final chase sequence, the “goodies” triumph
- The conventions associated with cartoons
 - a boxed introduction that marks this as one part of a serial story, and a conclusion that is signalled with the phrase “The End”
 - the captions in square boxes to indicate changes of setting or time
 - the difference between speech bubbles (oval bubbles connected to the speaker by arrowed pointers) and thought bubbles (cloud-shaped bubbles with smaller bubbles linking them to the thinker)
 - the simultaneous action by different characters within one frame
 - the dialogue with short exchanges; colloquial language (“Phew!”, “Yay!”)
 - the short descriptors of actions (“Sniff”, “Zap”)
 - the use of capital letters and exclamation marks to emphasise actions and sounds (“WHIRRR!”, “WOOSH!”)
 - the handwritten font using bold and capital letters to indicate emphasis
- The themes:
 - fantasy: the implausibility of Dr Weevil’s hanging on to the spacecraft, its crashing

through a tower block, and Freeble being peeled off a wall virtually unscathed

- humour: the cheeky, verbal or visual references to political figures (“Wow! Come and look at this, Helen!” ‘Not now, Jim, I’m busy!’”), to national icons (the Beehive and Te Papa), to Wellington weather (“Luckily for Suzie, when the capital city winds blow, they blow HARD!”); the American tourist (“Heck, that’s an ugly fountain”); Suzie’s reaction to the spacecraft leg being given to her as a present; and finally the climax with the “left” joke (the misunderstanding between Freeble and Gort about what constitutes “left”)

- The American influence: use of American slang (“Nope ...”, “Come on, baby – FLY for me!”)
- The visual effects of cartoon stories, deliberately unsubtle for maximum dramatic effect.

Readability

Noun frequency level: 10–12 years

Introducing Students to the Text

Students will be keen to follow Suzie’s exciting adventure to its end. Let them read on first for fun. At a second reading, they could look again for more of the characteristics that make a cartoon different from a narrative text, or they could list points that make a cartoon successful. A significant feature of the final part of the cartoon is the speed of the chase, and as in all the cartoons in this series, the element of fantasy contrasts with real-life events.

After the Reading

Possible questions to discuss

- What do you know about spacecraft?
- Have you seen any films with chases in them? Which films were they?
- What makes a good chase?
- What do you think could happen in a follow-up series of “Suzie and the Space Nuts”?

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>
Personal Reading	<ul style="list-style-type: none"> read the text for pleasure 	<ul style="list-style-type: none"> read the cartoon to themselves
Close Reading <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> respond to language and meanings in texts 	<ul style="list-style-type: none"> working in pairs, discuss what they liked about this particular cartoon and what they like about cartoons in general
Close Reading <ul style="list-style-type: none"> exploring language 	<ul style="list-style-type: none"> identify some of the features of cartoons 	<ul style="list-style-type: none"> read this cartoon and discuss how it differs from other forms of narrative or illustrated text (for example, compare the dialogue used in this text with the dialogue used in another text, such as “And the Winner Is ...!”)
Close Reading <ul style="list-style-type: none"> exploring language 	<ul style="list-style-type: none"> identify ways in which characters are presented in a cartoon 	<ul style="list-style-type: none"> in pairs, choose one character. Reread the cartoon and list five adjectives to describe that character. Say how the cartoonist has presented the character’s personality (for example, through appearance, clothes, gestures, and speech)
Presenting <ul style="list-style-type: none"> exploring visual language 	<ul style="list-style-type: none"> use verbal and visual features to convey a story 	<ul style="list-style-type: none"> write the script and prepare a storyboard and/or frames for an episode from a sequel recreate a section of another narrative text (for example, “And the Winner Is ...!”) as a cartoon sequence
Listening and Speaking <ul style="list-style-type: none"> interpersonal listening and speaking 	<ul style="list-style-type: none"> listen and respond to different points of view 	<ul style="list-style-type: none"> in groups of six, brainstorm ideas about believing or disbelieving in UFOs or aliens and then present a report of their conclusions to the whole class
Presenting <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> use verbal and visual features to communicate ideas 	<ul style="list-style-type: none"> design a wanted poster for Dr Weevil
Presenting <ul style="list-style-type: none"> thinking critically 	<ul style="list-style-type: none"> use verbal and visual features to communicate ideas 	<ul style="list-style-type: none"> find words in the text that express action and make up their own illustrations to show those actions (for example, “ZOOM!”, “WOOSH!”, “ZAP!”)
Reading and Writing <ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> retrieve and present coherent information 	<ul style="list-style-type: none"> use the library or the Internet to find out more about UFOs or spacecraft and then make a wall poster to show what they have found out

Links with Other School Journal Titles

“Aliens” 4.1.92; “Beam Me Up!” 4.2.97; “Mars Bar” 2.4.97; “Peanut Butter Sandwiches” 1.1.98; “We’ve Flown Past Mars” Junior Journal 17

School Journal Catalogue Categories

Aliens	Science Fiction
Comic Strips	Space

Super Specials

by Philippa Werry

Overview

The customer is always right! In this satirical, humorous play, this cliché is turned on its head as the power roles between a checkout operator and the customers are switched. The play is a comment on the consumer society, and the parody of persistently cheerful advertising patter contrasts with the checkout operator's genuine glee at the close.

Features to Consider in Context

- In the opening speech, the pun in “‘Always serve you right!’”
- The plot racing through a series of turnaround situations that leave the checkout operator in total control, with suspense created as the audience wonders how the crafty checkout operator can get away with being so rude
- The human relationships demonstrated in the contrast between the three clients, exhibiting various stages of confusion, annoyance, indignation, and shock, and the unusually cheeky and opinionated checkout operator
- The colloquial speech patterns and clichés (“How much?”, “Next, please!”, “Let’s cut out all the chatter and get a move on ...”, “Yum, my favourite!”)
- The use of dashes and ellipses to suggest the pauses and interruptions in everyday speech (“But – but ...”, “Here we are – low-salt chips, orange juice, decaf coffee, toothpaste ...”)
- The parody of advertising language in the checkout operator’s description of ice cream (“... your raspberry ripple ice cream contains nothing but the best raspberries and the waviest ripples ...”)
- The use of mathematical quantities (“One dozen eggs”)
- The humour presented with the panic-in-the-parking-lot situation.

Readability

Noun frequency level: 10–12 years

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

- Some roles have fewer challenging features than others (for example, First Customer).
- The role of the checkout operator requires a very confident reader.
- Words that some students may find challenging: groceries, favourite, motto, operator, queue, scanner

Introducing Students to the Text

Before reading this play, read aloud “And the Winner Is ...!”. Then ask students to think about how the checkout operator in this play also gets out of doing their job.

After the Reading

Possible questions to discuss

- Do you think that this play might be based on fact or fiction? Why do you think this?
- Do you like the checkout operator? Have you ever met someone like this?
- Has anybody ever been really rude to you in a shop? What happened?
- What else could have gone wrong in this play?
- How would you react to the checkout operator if you were the fifth customer in the queue?
- What two things can the phrase “serve you right” mean?
- What do you like and/or dislike about supermarket shopping?
- Has anyone you know ever been a checkout operator? What did they think of the job?
- What foods are good for you, and what foods are bad for you? Why?

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 <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • identify and use adjectives 	<ul style="list-style-type: none"> • identify some adjectives in the play (for example “special”, “crowded”, “happy”, “good”) • think of some adjectives to describe each of the characters (for example, “cheeky”, “crafty”, “grumpy”, “impatient”) and think about how each character might behave in a different setting (for example, at home) to suit these descriptions
Close Reading <ul style="list-style-type: none"> • exploring language 	<ul style="list-style-type: none"> • identify and describe what a pun is 	<ul style="list-style-type: none"> • in a group, work out some examples of other puns (for example, Christmas cracker puns such as “What’s afoot? – Twelve inches!” or “Knock, knock. Who’s there? Eva. Eva who? ’Eave a brick.”) • in pairs, find the two examples of puns in the play, discuss each pun’s two meanings, and present their explanations to the class
Viewing and Presenting <ul style="list-style-type: none"> • presenting 	<ul style="list-style-type: none"> • identify and use some features of advertising language 	<ul style="list-style-type: none"> • at home, video a television advertisement for a product and then bring it to class to view it as a group • discuss the advertisement’s methods (for example, jingles, superlative adjectives, bright colours) for persuading the viewer to buy • make an advertisement for a product sold in the Super Specials Supermarket (for example, eggs that cost \$250 per dozen)

Links with Other School Journal Titles

“On the TV News” 2.4.2000; “The Best Fruit in Town” Junior Journal 19

School Journal Catalogue Categories

Advertising
Shops

Cross-curricular Links

Social Studies: Resources, Economic Activities
Technology
Health

On the TV News by Alan Bagnall

Overview

This poem is designed to make a point in a short, strong way. It aims to make the reader think of the difference in values and lifestyle between the First and the Third World.

Features to Consider in Context

- The rhyme scheme, rhythm, and line length
- The alliteration, which presents a contrast in values between “precious” and “plastic”
- The deliberate lack of description, which leaves the main idea simply stated and uncluttered

Introducing Students to the Text

Before you read the poem aloud to students, ask them to close their eyes and imagine that all the taps have run dry. There is only one jug of water left, and everyone is thirsty. Then read the poem and discuss the images that come to the students’ minds.

After the Reading

Possible questions to discuss

- What countries are dry? (Use a map with a key to locate countries with little access to water and vast expanses of desert land.)
- How far are these countries from New Zealand?
- Where does our water come from?
- How often do you use water every day?
- What would we do if we couldn’t get water easily?
- Who watches the TV news? Have you ever seen items about drought in New Zealand or other countries on the TV news?
- What do you do with your plastic bottles at home?

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	• gather information from a variety of sources	• use the fax, the Internet, or the library to research organisations (such as UNESCO) that help poor people in other lands with food, housing material, clothing, etc. and that the school could support
Poetic Writing • thinking critically	• shape ideas into a selected genre (poem)	• view news photographs provided by the teacher about Third World countries. Then, individually, in pairs, or in groups, choose a photo and write a poem about it • share the poems with the class and put them on a wallchart together with the photographs
Listening and Speaking • processing information	• ask questions and interpret and present information using appropriate technology	• conduct a survey to find out what each class in the school does with its rubbish • make something useful out of a plastic bottle (such as a funnel or a mini-glasshouse to grow plants under) and present a report to the class about their creation
Presenting • processing information	• present information, using words and images	• fund-raise to give a donation to an aid organisation by, for example, having a “design a poster” competition at school with entry by “gold” coin
Transactional Writing • processing information	• shape ideas into a selected genre (formal letter)	• send a letter, with the money that has been raised, from the class to the aid organisation

Links with Other *School Journal* Titles

“Off to The Gambia to Meet Malong” 3.2.98

School Journal Catalogue Categories

Recycling
Disasters
Africa

Cross-curricular Links

Social Studies: Resources, Economic Activities
Technology
Health