

# HELL's Great NZ Book Trip

In collaboration with the  
Hell Reading Challenge 2022

## Level 3 Unit Plan



## ABOUT THIS RESOURCE

The HELL Reading Challenge is a well-established programme that has been hugely successful in getting kids reading and enjoying the pleasures of stories with the reward of free HELL pizza. This year we have decided to incorporate some Curriculum based activities alongside our pizza wheels to showcase a range of New Zealand authors. The pizza wheels will continue the same as previous years. For more information about the HELL Reading Challenge go to [www.nzbookawards.nz/hell-reading-challenge/](http://www.nzbookawards.nz/hell-reading-challenge/)

For every book read the child will receive a stamp on their pizza wheel, and we hope that by highlighting some great New Zealand books we will encourage our tamariki to read more New Zealand based content. So come along on HELL's Great NZ Book Trip around New Zealand – we hope you enjoy what Aotearoa has to offer!

## AIM

The aim of this resource is to use shared reading to introduce students to a variety of New Zealand authors and genres, exposing students to a variety of different texts, and encourage them to recognise and reflect on their purpose. It aims to encourage students to be able to read and identify how writing is shaped for different purposes, drawing on their own personal experience. Each resource can be used as an individual shared reading lesson or as part of a unit of study on New Zealand authors. We hope that this is a great starting point in bringing more New Zealand content into your classroom.

Find out more about the **HELL Reading Challenge**  
[www.nzbookawards.nz/hell-reading-challenge/](http://www.nzbookawards.nz/hell-reading-challenge/)



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# UNIT OVERVIEW: LEVEL 3

## English Achievement Objectives: Listening, Reading and Viewing Processes and Strategies

### Students will:

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

### Purposes and Audience

Show a developing understanding of how texts are shaped for different purposes and audiences.

### Ideas

Show a developing understanding of ideas within, across, and beyond texts.

### Language Features

Show a developing understanding of how language features are used for effect within and across texts.

### Structure

Show a developing understanding of text structures.

## Speaking, Writing and Presenting Processes and Strategies

### Students will:

Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.

### Purposes and audiences

Show a developing understanding of how to shape texts for different purposes and audiences.

### Language Features

Use language features appropriately, showing a developing understanding of their effects.

### Structure

Organise texts using a range of appropriate structures.

## Key Competencies

- ✓ Thinking
- ✓ Relating to others
- ✓ Using language, symbols, and texts
- ✓ Participating and contributing

### Links to other Curriculum Areas

Te Aho Arataki Marau mō te Ako i Te Reo Māori

Taumata 2

### Achievement Objectives

Whakaatu-Presenting

### By the end of Level 3, students can:

Present or perform a kōrero pūrakau, whakataukī, pepeha, or waiata, making effective use of visual language features.



## Resources

*The Bomb* by Sacha Cotter, illustrated by Josh Morgan. Published by Huia Publishers, 2018.

*Mihi* by Gavin Bishop. Published by Gecko Press, 2020.

*Pops* by Gavin Bishop. Published by Gecko Press, 2021.

*Egg and Spoon* by Alexandra Tylee, illustrated by Giselle Clarkson. Published by Gecko Press, 2020.

*Animals of Aotearoa* by Gillian Candler, illustrated by Ned Barraud. Published by Pottton and Burton, 2018.

*Nanny Mihi and the Rainbow* by Melanie Drewery, illustrated by Tracy Duncan. Published by Oratia Books, 2019.

*The Smelly Giant* by Kurahau, illustrated by Laya Mutton-Rogers. Published by Huia Publishers, 2019.

## References

The New Zealand Curriculum-2007

Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki-2009

Pepeha.co.nz

Reomaori.co.nz

[www.literacyonline.tki.org.nz](http://www.literacyonline.tki.org.nz)

## Assessments

Assessment could include both formative and summative assessments aligned with your wider literacy programme.



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# RESOURCE ONE: RECOUNT

## Suggested Learning Outcomes

- Students will be able to recognise specific vocabulary used to develop an idea in a story.
- Students will be able to write their own recount using language to describe specific emotions.
- Students will be able to establish connections between a story and their own personal experiences.



***The Bomb* by Sacha Cotter, illustrated by Josh Morgan** (2019 Winner – New Zealand Book Awards for Children and Young Adults). Also published in te reo Māori as *Te Pohu* (2018).

It wouldn't be summer in Aotearoa if having fun in the water with friends and family didn't feature. *The Bomb* by Sacha Cotter is the story of one young boy's ambition to perfect the perfect 'bomb' into the water with the help of his grandmother. This story recounts one child's experience as a child in New Zealand – a perfect introduction to encourage the recount of your own student's summer memories.

## Suggested Learning ideas

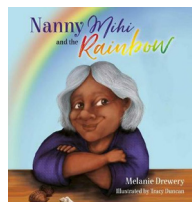
- ➔ Start by looking at the cover of the book and activating your students' prior knowledge. What does this scene remind you of? Students will be asked to draw on their own personal experiences. Where do you think this story is set? Do the illustrations of Pōhutukawa trees and flowers give you an idea about where this story might be set? Read the first page and ask your students to discuss the pictures they can see and any connections they could make between the illustrations and their own summer.
- ➔ Discuss the boy's relationship with his Nan. What has she taught him?
- ➔ Discuss the specific language used for the description of a bomb. What do you think a staple, knee lock, bottle pop or coffin drop are?
- ➔ Discuss the description of pre jump rituals. Describe what is meant by the phrase 'a thinker' 'poser' 'shall be right' and 'joker'.
- ➔ Think, peer, share. How do you think the boy feels standing at the end of the plank? Has there been a time that you have felt like this too? Think of a sentence you could write to describe a time you felt really nervous about something, what language could you use to describe this?
- ➔ What advice did Nan give the boy?
- ➔ How do you think the boy felt at the end of the story? Can you think of a time you overcame your nerves to do something?
- ➔ At the end of the story discuss the characters in the book and the setting. Can you think of a summer when somebody close to you taught you something new? Ideas might include learning to swim, jumping in the deep end, riding a bike, making a sandcastle...
- ➔ Recommended reading response might include students writing a follow up, recounting a summer memory of their own. Their writing may include what, where, how, why and where.
- ➔ Students could brainstorm different sequential vocabulary such as 'finally', 'later', 'meanwhile'. How does using a variety of writing like this help your writing?
- ➔ Recap the use of technical vocabulary in the story like 'staple... knee lock... bottle drop'. Can they use language like this to build a picture in the reader's head?



# RESOURCE TWO: POEM

## Suggested Learning Outcomes

- Students will be able to construct a poem using objects found in nature to illustrate a rainbow.
- Students will be able to use simile, metaphor and personification in their writing to create meaning and effect.
- Students will be able to discuss the main idea in a story.



### **Nanny Mihi and the Rainbow by Melanie Drewery, illustrated by Tracy Duncan**

During the school holidays the children go to stay with their Kuia Nanny Mihi, a tradition that many New Zealand children can relate to. Each day Nanny Mihi sends them out to collect different coloured objects. The children collect shells, flowers, seaweed and objects left on the beach always wondering why... At the end of the week the objects are laid out to form a rainbow on the beach.

## Suggested Learning Ideas

- ➔ Begin the lesson by reading the story to the students. Discuss the language of the story - what sort of person do you think Nanny Mihi is? Look at each colour that the children focus on each day - the children collected red things and found pōhutukawa and rātā flowers, red stones and leaves from the Akeake tree, can you think of anything else you might find which is the colour whero? Continue the story, stopping to discuss the objects for each colour. Ask the student's 'when I hear the word..... what does it make you think of?
- ➔ Discuss language features that can be used in writing to create meaning and effect. Simile, metaphor and personification can help describe and build pictures in the reader's mind. Discuss what metaphor, simile and personification are. Can students think of how they could use each of these to describe the setting of the story?
- ➔ Take your time to ask the students what the colour is in Te Reo Māori and what they think they might find if they were searching for objects of that colour. At the end of the story reflect on the colours of the rainbow, how many colours were there? How did they know this? Use the accompanying grid to classify different objects from nature under each colour.
- ➔ Model the use of these objects to write a poem about rainbows with particular attention to the metaphors, simile and personification used in the poem. Can they include these in their own work?

**Whero** is the pōhutukawa flowers that dance in the wind

**Karaka** is the starfish that hide in the rockpools.

**Kōwhai** is the harakeke and kōwhai flowers that brighten our day.

**Kākāriki** brings us green lipped mussels to eat.

**Kikorangi** is the paua shell that sparkle in the sun

**Tawa** is the pansies that brighten our garden

**Ko uenuku tēnā** – that is a rainbow.





# RESOURCE THREE: AUTHOR STUDY

**Suggested Learning Outcome**

- Students will be able to research and present information about a New Zealand author.

We continue our HELL's Great NZ Book Trip with a look at some of our most accomplished authors, from Joy Cowley in Featherston to Gavin Bishop in Christchurch. From writers such as Katherine Mansfield to present day examples, New Zealand stands tall in their literary achievements.

**Suggested learning idea**

- ➔ Watch the video of the New Zealand author reading their book..... and talk about their motivation for their current work.
- ➔ In small groups students will discuss their favourite New Zealand books, making a list of authors whose work they admire.
- ➔ Independently they will research their author and put together an author study using the template provided. Below you will find links to a variety of New Zealand authors' websites. Students will collect and present information under the following headings:

Name: .....

Birthdate: .....

Personal life: .....

Career: .....

Interesting facts:.....

Great books they have written: .....

**Some websites about New Zealand authors**

[www.KyleMewburn.com](http://www.KyleMewburn.com)  
[www.gavinbishop.com](http://www.gavinbishop.com)  
[www.joycowley.com](http://www.joycowley.com)  
[www.fleurbeale.com](http://www.fleurbeale.com)

The Christchurch city library has a great online resource profiling New Zealand authors:  
**[www.christchurchcitylibraries.com/kids/childrensauthors](http://www.christchurchcitylibraries.com/kids/childrensauthors)**

Read NZ Te Pou Muramura Writers' Files are another useful source of information about Aotearoa New Zealand's writers:  
[www.read-nz.org/writers-files](http://www.read-nz.org/writers-files)

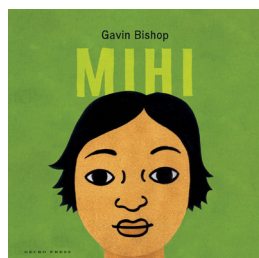




## RESOURCE FOUR: PEPEHA

### Suggested Learning Outcomes

- Students will be able to recognise the structure of a Pepeha.
- Students will be able to create their own Pepeha.
- Students will be able to establish relationships between people and places.
- Students will be able to present a pepeha.



***Mihi* by Gavin Bishop** (*Mihi* was a finalist at the 2020 New Zealand Book Awards for Children and Young Adults)

As we travel around our country we meet people and their whanau who are connected to different parts of our land. Gavin Bishop's book *Mihi* is a simple introduction to the structure of a Mihi or Pepeha. A Pepeha is a way of introducing yourself in Te Reo Māori describing your identity and history. It is a story of who you are and the people and places you are connected to.

### Suggested learning experiences

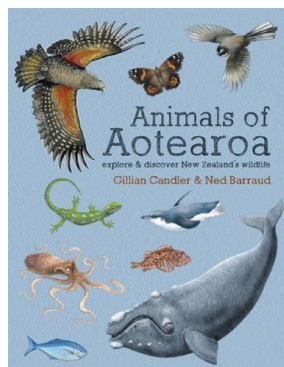
- ➔ Use the book *Mihi* as an introduction for students to write their own Mihi or Pepeha.
- ➔ Discuss the language in the books, for example; Tōku maunga - my mountain - and how this will relate to the students' personal heritage. The book *Koro* further reinforces the importance of whānau and connection to our Whakapapa. For further information on how to write your own Pepeha there are excellent resources at [www.pepeha.co.nz](http://www.pepeha.co.nz) and [www.Reomaori.co.nz](http://www.Reomaori.co.nz).
- ➔ The following information from TKI acts as a great starting point for the introduction of Pepeha with your students:  
<https://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Te-Wiki-o-te-Reo-Maori>
- ➔ Students will then present their pepeha to their class.



# RESOURCE FIVE: FACT FILE

## Suggested Learning Outcome

- Students will be able to identify specific characteristics about an animal native to New Zealand.
- Students will determine key information from non fiction texts and summarise the facts.
- Students will be able to identify the difference between fact and opinion.



### ***Animals of Aotearoa* by Gillian Candler and Ned Barraud**

As we take a trip around Aotearoa we are amazed by the different wildlife native to our country. From sea creatures, to reptiles and birds, many native animals make our waters, bush and back gardens their home.

*Animals of Aotearoa* is a compendium full of facts and illustrations. It gives children the opportunity to identify the different wildlife they might encounter in New Zealand. The introduction establishes Where our animals came from, where the animals live and what we can do to keep our native birds, animals and sealife safe. It proposes the concept of grouping animals according to their similar features with text specific language such as species, invertebrates and vertebrates.

## Suggested Learning Experiences

- ➔ Read the introduction discussing the language specific to a nonfiction text. Ask the students to explain what is meant by 'non-fiction text'. What characteristics might this include? Talk about factual information and how we can identify this - fact is known to be true, it can be proven. Continue the conversation asking the students what an opinion is.
- ➔ Discuss the contents page and how the author has broken the book up into sections profiling birds, reptiles, fish etc. Discuss the idea behind scientists grouping animals according to their features.
- ➔ Ask the students to think/peer/share what features might be similar between a tuatara and skink? What features might be different between a skink and kiwi? Ask questions which rely on the students using their prior knowledge.
- ➔ Discuss habitat and ecosystems. What can you tell me about these words? Have you heard of them before? Can anybody identify a habitat of a native animal which may live near them?
- ➔ Read page 32 and discuss the reasons behind the Kōkako, Pōpokatea and Tīeke becoming endangered. Students could draw on their prior knowledge to identify any other animals they know in New Zealand to be in this position. Can they think of anything local councils or environmental groups have put in place to address this problem. This could encourage further study of local entities working towards acknowledging this issue.
- ➔ Browse the book, choosing different animals to focus on.

## Suggested Reading Response

Students will create their own fact file from their chosen native animal from the book. As a class make a list of important information that this might include, for example:

- |               |  |
|---------------|--|
| ➔ Description | ➔ Students will give their opinion on  |
| ➔ Diet        | how we can keep native animals safe    |
| ➔ Young       | from predators in New Zealand.         |
| ➔ Habitat     | ➔ Students will give examples of these |
| ➔ Predators   | before they independently present      |
|               | their own work.                        |



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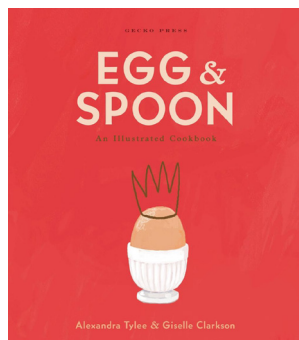
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# RESOURCE SIX: PROCEDURAL WRITING

## Suggested Learning Outcomes

- Students will be able to explain language characteristics of instructional writing.
- Students will be able to construct their own step by step guide or recipe using procedural writing language.



***Egg and Spoon* by Alexandra Tylee, illustrated by Giselle Clarkson** (Winner at 2021 New Zealand Book Awards for Children and Young Adults)

It wouldn't be summer in New Zealand without reflecting on the delicious food we consume. One of the many amazing recipes in Alexandra Tylee's cookbooks is for a popsicle- a summer favourite for many New Zealand children.

Alexandra Tylee's cookbook *Egg and Spoon* is an illustrated cookbook for children. It was the winner of the Elsie Locke Award for Non-Fiction at the 2021 Book Awards for Children and Young Adults. The book is beautifully illustrated and gives easy recipes which can be enjoyed by both children and adults. It teaches children the basic tips that they need to be successful in the kitchen, like how to boil an egg or chop an onion. The language and

illustration in the book make it very easy to follow, while the recipes invoke memories spent with family sharing food- an essential part of the HELL's Great NZ Book Trip.

## Suggested Teaching Ideas

- ➔ In the introduction to the book, the author explains her inspiration behind her recipes. It tells the story of Pipi. Read the description of Pipi cafe and talk about the language the author has used to describe it. What did the descriptive language used invoke in your imagination when the author referred to 'if Pipi were a dog...' or 'if Pipi were a mythical beast'? Discuss how language features help us build a picture in our mind.
- ➔ As we move through the book we read the steps of how to get started in the kitchen. Discuss the steps - are these important? Why do you think this is? Would you see step by step information like this in other cookbooks? Pull out some words like 'assemble' and phrases such as 'follow these steps' and discuss how this relates directly to the language of instructional writing. Can you think of any words that you might find alongside these? What verbs or command words can you see? Do the adverbs and adverbials indicate how, when and where? Ask the students if the text is written in past or present tense?
- ➔ Look through the book and take a look at a variety of different recipes. Students will draw on different memories and experiences of cooking in their own lives. Who has boiled an egg before? Have you made cupcakes? Do you think the diagram on page 57 about how to melt chocolate is helpful? What features of a diagram can you see here?
- ➔ Talk about the genre of instructional writing and how it tells the reader how to do something. What examples can you think of using recipes or step by step instructions? Use the Breakfast Popsicle Recipe on page 14 as an example of the structure of a recipe.
- ➔ Discuss the purpose, materials and equipment and sequenced steps in chronological order.
- ➔ To follow up students could create their own recipe or step by step instructions for a food that they might eat in summer, eg, Hokey Pokey ice cream, marmite toast or pavlova. Talk about the structure seen in the recipes in the book.

As a class, come up with a framework for how their writing might look. This may include:

- ➔ Goal/aim
- ➔ List of materials
- ➔ Clear sequence of steps
- ➔ Language - verbs and adverbs



# RESOURCE SEVEN: BOOK REVIEW

## Suggested Learning Outcomes

- Students will be able to identify the main idea or theme of a story.
- Students will be able to think critically about a text and express their own thoughts and opinions about it.

Have a selection of New Zealand books available to read and discuss with peers. Use the template provided to review their books and share what they might like to encourage their peers to read.

Students will then present their information summarising and recommending what they have read.

Here are a just a few suggestions of books they could try:

*#Tumeke!* by Michael Petherick. Published by Massey University Press (2019)

*Aotearoa: The New Zealand Story* by Gavin Bishop. Published by Penguin Random House (2017)

*Awatea's Treasure* by Fraser Smith. Published by Huia Publishers (2017); also published in te reo Māori as *Te Taonga Huna o Awatea* (2022)

*Charlie Tangaroa and the Creature from the Sea* by TK (Tania) Roxborough. Published by Huia Publishers (2020); also published in te reo Māori as *Tiare Tangaroa me te Taipō Moana* (2022)

*Dozer the Fire Cat* by Robyn Prokop, illustrated by Jenny Cooper. Published by Scholastic NZ (2020)

*How Māui Slowed the Sun* by Donovan Bixley. Published by Upstart Press (2019); also published in te reo Māori as *Te Whakatautōnga A Māui – I Te Rā* (2019) (One of a series of picture books retelling the Māui legends; all books in this series have also been released in te reo Māori)

*Ko Mauao te Maunga: Legend of Mauao* by Debbie McCauley, illustrated by Debbie Tipuna, translated by Tamati Waaka. Published by Mauao Publishing (2018) (bilingual English/te reo Māori)

*Mophead* by Selina Tusitala Marsh. Published by Auckland University Press (2019)

*Mophead Tu* by Selina Tusitala Marsh. Published by Auckland University Press (2020)

*My New Zealand Story: Dawn Raid* by Pauline (Vaeluaga) Smith. Published by Scholastic NZ (2018)

*Ngake me Whātaītai* by Ben Ngaia, illustrated by Laya Mutton-Rogers. Published by Huia Publishers (2021) (in te reo Māori)

*Red Edge* by Des Hunt. Published by Scholastic NZ (2020)

*Te Tiriti o Waitangi / The Treaty of Waitangi* by Ross Calman and Mark Derby, illustrated by Toby Morris, translated by Piripi Walker. Published by Lift Education (2019) (bilingual English/te reo Māori)

*The Adventures of Tupaia* by Courtney Sina Meredith, illustrated by Mat Tait. Published by Allen & Unwin (2019)

*The Stolen Stars of Matariki* by Miriama Kamo, illustrated by Zak Waipara. Published by Scholastic NZ (2018); also published in te reo Māori as *Ngā Whetū Matariki i Whānakotia!* (2018)

*The Thunderbolt Pony* by Stacy Gregg. Published by HarperCollins (2017)

*Things in the Sea are Touching Me* by Linda Jane Keegan, illustrated by Minky Stapleton. Published by Scholastic NZ (2019); also published in te reo Māori as *Ngā mea kei rō Moana e whakapā mai ana!* (2019)

*Wildlife of Aotearoa* by Gavin Bishop. Published by Penguin Random House (2019)



# RESOURCE EIGHT: STORYBOARD

## Suggested Learning Outcome

- Students will be able to summarise the main parts of a story.
- Students will identify the different structural features of narrative text.



***The Smelly Giant* by Kurahau, illustrated by Laya Mutton-Rogers** (Finalist at the 2020 New Zealand Book Awards for Children and Young Adults. The te reo Māori version of this book *Tio Tiamu*, was a winner at the 2020 awards.)

From the forests of Tane to the volcanoes of Rūaumoko, *The Smelly Giant* tells the story of Toe Jam, the giant who only wanted to help his people.

## Suggested Learning Experience

- ➔ Begin reading the story to the students, reflecting on the main character Toe Jam. Briefly discuss that this is a narrative text. Ask the students to draw on their own prior knowledge of other narrative texts they have read. What structure do these texts often follow? Discuss Toe Butter's problem and the reaction he got from the other children. Talk about the characterisation of Toe Butter, how he grew and grew and what effect this and the way he smelt had on the villagers.
- ➔ Students will then be asked to identify the problem - Toe Butter the Giant smelt so bad that the people sent him away. Ask the students how might this have made Toe Butter feel? Did the people do the right thing?
- ➔ Introduce the conflict of the story. What happened to the people and how did Toe Butter try to help? How did the villagers repay him? In the final part of the story Toe Butter commits the most selfless act to help his people, what did he do and what does this tell you about him?
- ➔ What did Toe Butter teach the people and what effect did this have on their hearts?

## Recommended Reading Response

Students will answer the following questions independently which will help them identify the main parts of the story.

- ➔ Brainstorm the main parts of the story.
- ➔ Where is the story set?
- ➔ Describe the hero.
- ➔ What was the problem in the story?
- ➔ What conflict arose in the story?
- ➔ Was there a resolution in the story?
- ➔ Use the storyboard template provided to make a storyboard
- ➔ Divide the story up into parts and present it on a storyboard. Draw a picture for each part of the story and write a brief description underneath it. Remember to use speech bubbles and dialogue in your illustrations where necessary.



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